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ABSTRACT

This two-volume report examines the planning needed in order that Iowa's higher education system can keep pace with, as well as anticipate, the state's future societal changes and educational needs. The report opens with a review of where Iowa and its education system now stand and looks at the expected shape of the state's economic and social future. This is followed by recommendations from the Task Force concerning higher education (and some for elementary and secondary education) that looks ahead for the next 20 years. Recommendations are summarized and explained within the areas of educational access, responsiveness, quality and accountability, and coordination. For each of these themes, the Task Force sets forth a concept, then a vision of how that theme may have worked out by the year 2010, and finally, specific recommendations for making it real. The appendix of the first volume includes a list of the members of the Higher Education Task Force, the Task Force meeting dates, and a suggested draft of legislation under which the proposed Higher Education Council could be established by the 1990 General Assembly. The second volume provides the statistical data concerning institutional characteristics, physical facilities, degree programs and special entities, faculty and staff data, student data, and revenue and expenditure figures for the state. (GLR)

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A
CHALLENGE
TO
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HIGHER
EDUCATION
TASK FORCE
REPORT
TO
THE
GENERAL
ASSEMBLY
DECEMBER, 1989

EDUCATION
FOR
THE
NEW
CENTURY

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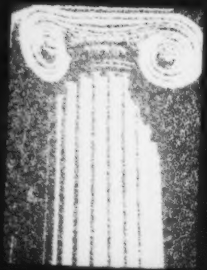

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A
CHALLENGE
TO
CHANGE

VOLUME I

A
FINAL
REPORT
OF
THE
HIGHER
EDUCATION
TASK FORCE
OF
THE
IOWA
GENERAL ASSEMBLY
DECEMBER 1989

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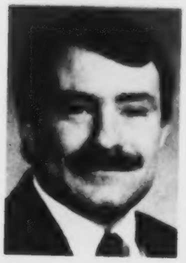

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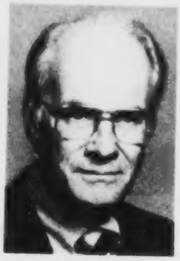

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EXECUTIVE SUMMARY

Iowa has been changing, and we expect this pattern of change to continue well into the future. We want to ensure that our higher-education system keeps pace with these changes, that it even anticipates them. Higher education must contribute many of the solutions to the problems that will confront Iowa's people and communities in the years ahead.

This report opens with a review of where Iowa and its education system now stand, and a look at the expected shape of the state's economic and social future. This is followed by our recommendations for higher education (and some for elementary and secondary education), looking ahead 20 years, as required by the law establishing the Task Force.

Our vision of education in Iowa embraces four central themes: (1) Access, (2) Responsiveness, (3) Quality and Accountability and (4) Coordination. For each of these themes we set forth a concept, then a vision of how that theme may have worked out by the year 2010, and finally, specific recommendations for making it real.

The recommendations are summarized here and are fleshed out with explanations in Chapters 2, 3, 4, and 5.

Access

1. Substantially reduce tuition charges at community colleges.

2. Continue the policy of open enrollment at community colleges.

3. Assess the need to maintain the present number of attendance centers at community colleges.

4. Provide targeted funding to improve the preparation and aspirations of minority students.

5. Establish programs to improve the recruitment of minority students.

6. Rationalize basic tuition policy at state universities by establishing a method for determining the size of the student share of the cost of education that allows families to predict tuition charges with reasonable accuracy.

7. Create a Higher Education Service Corps.

8. Expand the current work-study program to include work opportunities at state agencies and non-profit social-service agencies and during the summer break.

9. Create a uniform statewide system of financial aid that provides basic support to students enrolled at public institutions who demonstrate need. Tuition set-asides for financial aid should be continued to allow institutions flexibility to meet situations not covered by the statewide program and to provide financial aid for non-resident students. Percentage rates of tuition set-asides should be the same at all public institutions.

10. Continue the Tuition Grant program for Iowa students as it presently operates.

11. Continue the college savings plan authorized by the legislature.

12. Create graduate centers to provide adult students with access to graduate education.

13. Continue the development of a statewide telecommunications network, and support grants to faculty and libraries for the purpose of producing high-quality offerings for delivery via telecommunications.

14. Establish programs that encourage state workers to continue their education.

15. Expand the number of agreements with other states in the region to provide Iowa residents with access, at in-state tuition rates, to specialized programs not offered at an Iowa institution.

16. Assure the safety and accessibility of physical facilities.

Responsiveness

1. While the primary mission of institutions is to provide instruction, research and service, as part of the service component we should encourage the development of programs to stimulate regional or statewide economic-development efforts:
   a. Promote continued public/private sector interactions as ways of identifying commercial needs for higher education's services, coordinating and reviewing responses, and encouraging technology transfer.
   b. Encourage the involvement of faculty in applied research, technical assistance and public-service programs, recognizing such involvement as an important contribution to the service component used in faculty evaluations.
   c. Develop institutional policies concerning conflict of interest, commitment and technology transfer.

2. Encourage graduates to remain in Iowa if jobs are available, by such actions as providing forgivable loans to students in selected programs related to critical state work-force needs, and careers in areas of great social need, e.g., teaching, care for the elderly, service in small communities, assistance with remedial education, social service, health care and others.

3. Encourage people in need of retraining to seek and obtain it:
   a. Collaborate with employers to provide incentives in the form of flexible work hours, child care, work-study programs, cooperative arrangements with colleges, tuition reimbursement and the delivery of services on-site to

encourage employees to take part in post-secondary education.
   b. Promote the value of lifelong learning to Iowans.

4. Provide incentives for retraining individuals in need.

5. Offer classes through more flexible arrangements, taking advantage of advances in telecommunications; televise advanced courses and programs to all school districts.

6. Encourage the continued development and operation of programs designed to stimulate the vitality of rural areas.

7. Provide support to students to pursue graduate degrees leading to careers in business, industry and government.

8. Stimulate efforts to internationalize the curricula of schools, colleges and universities.

Quality and Accountability

1. Define the quality questions of interest to the state.

2. Create measures of quality.

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3. Foster improved faculty recruitment and retention:
   a. Maintain public-university faculty salaries at their current level of competitiveness;
   b. Improve community-college faculty salaries and benefits.
   c. Expand child care on campuses;
   d. Increase faculty and professional staff retention through improved support services and professional development;
   e. Offer incentives to attract the ablest students to faculty and other careers in education.

4. Create incentives to stimulate improved teaching, including development of appropriate communications skills.

5. Expand current international exchanges of faculty.

6. Alter faculty-certification requirements at community colleges.

7. Continue program review and accreditation processes.

8. Develop student outcome measures.

9. Provide fiscal incentives for intersectoral cooperation.

10. Explore and promote an Iowa "electronic university" that would market Iowa telecommunications course offerings to other states and countries.

11. Increase the number of non-Iowans in Iowa colleges and universities.

12. Support Centers of Excellence.

13. Establish funding guidelines to assure base-level support.

14. Create a New Ideas Fund.

15. Promote Iowa's colleges and universities.

Coordination

1. Take the following actions with regard to postsecondary education governance:

   a. Retain the Board of Regents for the public universities.

   b. Rather than establish a new board and separate system for the community colleges, strengthen and clarify the role and responsibilities of the Department of Education with respect to the coordination of these institutions;

   c. Increase resources available to the Board of Education to enable its members to better carry out their extensive responsibilities, particularly with respect to the governance of community colleges.

Our vision stresses four central themes: access, responsiveness, quality and coordination. For each, we set forth concept, vision and recommendations.

---

2. Strengthen system coordination through a board composed of representatives of the executive and legislative branches of government and the higher-education sectors. This board would be responsible for:

   a. Developing a strategic plan that would maximize the resources of the entire educational enterprise and be shared with the legislature and the executive branch as input in the appropriations process;

   b. Focusing on the process of planning by anticipating issues and preparing policy analyses and studies that address them;

   c. Providing procedures for the resolution of inter-institutional and intersectoral conflicts;

   d. Ensuring the purposeful movement of students through the educational system;

   e. Monitoring the programs and services of out-of-state and proprietary institutions operating in Iowa and making recommendations as necessary to the appropriate agencies;

   f. Gathering and disseminating information about Iowa's colleges and

universities for use by prospective students and their families;
g. Convening issue-oriented special study groups to make recommendations on intersectoral issues such as articulation and financial aid.

This board, the Iowa Higher Education Council, would consist of 21 members, as follows: four lay citizens appointed by the governor; four lay citizens appointed by the Legislative Council; nine representatives of higher education: three from merged area schools, three from public universities and three from independent colleges, to be appointed by, respectively, the State Board of Education, the Board of Regents and the Iowa Association of Independent Colleges and Universities; and two legislators (non-voting), to be appointed by the Legislative Council; and a representative of the Department of Management and a representative of the College Aid Commission, (non-voting), to be appointed by the governor.

3. The Task Force recommends against the Iowa Higher Education Council becoming involved with program review or program approval (except in its role of solving inter-sectoral conflicts), budget review, approval or recommendations, or the day-to-day operation of programs (for example, the administration of student financial-aid programs).

4. Place the higher-education data-collection responsibility with the Department of Management.

5. The Higher Education Council should, as a first order of business, convene an Articulation Committee to study and make recommendations for smoothing the transition of students from one educational level to another and from one type of institution to another.

6. The Task Force suggests that the legislature consider creating a Joint Committee (or Subcommittee) on Higher Education for the purpose of receiving and discussing the strategic plan and considering other higher-education policy issues.

7. The Department of Education should make initial and subsequent periodic evaluations of each community college to: ensure the presence of a common

minimal range of educational offerings in each; continually review the number of administrative units and recommend changes to reflect demographic changes and service needs, including, if appropriate, the realignment of borders based on providing complete and consistent services for the areas served.

8. The development and maintenance of close working relationships among the faculty and teachers of secondary and postsecondary institutions should be encouraged.

9. The Task Force recommends inter-institutional coordination of media/library resources.

10. There should be continuous review of program offerings on the bases of enrollment, demand, quality and cost. Effective review procedures for all new higher-education programs should be ensured.

11. The Task Force recommends modifying the public education system in the following ways:

a. Change the prominent measure of student progress and accomplishment from academic credits (Carnegie units) to student competencies;
b. Configure the public K-12 system to ensure the achievement of core competencies by all students by tenth grade;
c. Provide optional opportunities for all parents seeking pre-school for their children;
d. Cease practices that track students into general, college-prep and vocational channels prior to the accomplishment and demonstration of core competencies;
e. Provide integrated high school/college program options in the academic and occupational fields for students continuing their education beyond tenth grade;
f. Supplement conventional student transcripts with competency portfolios;
g. Consider joint programs, dual enrollments/joint registration between colleges or universities and community colleges, leading to the Bachelor of Technology or Bachelor of Applied Technology degree for students pursuing occupational studies.

We expect that it may take most of the next two decades to fully implement our recommendations. Time and resources will be required. There must be a will to make some hard decisions. Our vision must be shared by the education and political communities, supported by the citizens of Iowa. Only then can higher education in Iowa truly fulfill the essential role that it is capable of fulfilling.

The Higher Education Task Force

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FOREWORD

Our state has been changing, and we expect this pattern of change to continue well into the future. We want to ensure that our higher-education system keeps pace, that it anticipates, stays abreast and even moves ahead of the changes.

During our deliberations, we often read and heard about the "educational system." This term also appears frequently in our report. It requires clarification. Our focus is on higher education — colleges and universities — but in many ways the distinction between higher and elementary/secondary education is artificial. It reflects subjective judgments formed over the last century.

The Task Force has not delved deeply into the elementary/secondary area. But it is hard to consider one part of the educational system in isolation from the others. Colleges and universities educate the teachers and administrators who work in the elementary and secondary schools. Those schools prepare the students who will enroll in the colleges and universities. College admission requirements shape the high-school curriculum. The readiness of high-school graduates for college work is a large factor in the quality of college instruction.

Thus our report has implications for the elementary/secondary system, just as the First in the Nation in Education Study (FINE Report) on elementary/secondary education made important suggestions for the colleges and universities.

The term "postsecondary education" has gained prominence in recent years. It sounds a bit like educational jargon. But, because it spans the full range of education beyond high school — public and private, non-profit and proprietary, two-year and four-year, traditional and non-traditional — it is rapidly becoming synonymous with “higher education.” The two terms are used interchangeably in the pages that follow.

The Iowa Legislative Task Force on Postsecondary Education was created by Senate File 2312 (1988 Session) to “study and make recommendations regarding the goals, and the legislation necessary to meet the goals, of the state's postsecondary education system in the future.”

The eleven members of the Task Force, seven citizens and four legislators, were appointed in the summer of 1988.[1] The Task Force held its first meeting in mid-September, after which an organizational plan was filed with the Legislative Council, and staff and consultants were hired. John Schmidt served as executive director and Peggy Glick as research assistant. Task Force consultants were John Augenblick and Gordon Van de Water of Augenblick, Van de Water & Associates, Denver, Colorado, and William Chance of Public Policy Research, Olympia, Washington.

The Task Force conducted public hearings in October 1988, in Des Moines, Council Bluffs, Sioux City, Waterloo, Clinton and Mount Pleasant. The purpose was to draw out comments and advice on the issues and concerns that Iowans felt should go into any planning for higher education in the twenty-first century. The hearings were followed by more than 60 interviews by the consultants with business, labor, education, community and political leaders around the state. The objective was to develop a list of the top-priority issues facing Iowa higher education over the next 20 years. The results of the interviews were reported to the Task Force at its December meeting.

The co-chairpersons organized the Task Force into subcommittees to work on five issue areas: Articulation and Vocational Education; Educational Opportunity, Access and Affordability; Finance; Governance; and Quality and Capacity.

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[1] **All notes will be found in Endnotes on Pages 87 and 88.**

Each subcommittee was chaired by a citizen member of the Task Force. Subcommittee members, some 50 in all, were selected from among about 200 names submitted by business, labor, community, education and political leaders. The basis for selection was their interest in, and knowledge of, higher education. Also taken into account was the legislative leadership's concern for fair representation by gender, ethnicity, geographic region and political affiliation. Subcommittee members volunteered their time and paid their own expenses.[2]

The subcommittees first identified what they considered the highest-priority state-level policy issues facing higher education. At later meetings, they examined these issues and developed recommendations for the Task Force to consider. The 31 subcommittee meetings were devoted to discussion of the pertinent issues, aided by presentations from Iowans expert in various fields, not only education.

The Task Force, through the able work of the Articulation and Vocational Education Subcommittee, also responded to a separate legislative mandate for recommendations on the Department of Education's proposed vocational-education standards. A report was delivered to the Legislative Council at the end of January, 1989.

The full Task Force held monthly meetings to discuss other higher-education issues, mostly those that seemed to fall into none of the five subcommittees' areas of study or crossed several areas. Among those issues were telecommunications and technology, higher-education missions and definitions, economic development, and higher-education financing. At each of these meetings the Task Force heard from national experts before discussing the potential policy directions for Iowa.[3]

In March, 1989, using funds generously provided by the John D. and Catherine T. MacArthur Foundation, the Task Force sponsored a statewide higher-education forum in Des Moines. The forum gave Task Force and subcommittee members and others present a chance to hear Iowa and national leaders address the future of higher education, and to discuss scenarios for higher education's future in Iowa. The MacArthur grant helped the Task Force to conduct a richer and more creative study by enabling it to bring in several nationally recognized experts.

At its June, 1989, meeting, the Task Force received and discussed subcommittee recommendations. After this meeting, the first draft report was prepared. It was considered and reviewed by the co-chairpersons and staff, and modified and authorized for release as a field review report following a three-day August meeting of the Task Force. Hearings on that version of the report were conducted during October at Des Moines, Ames, Iowa City, Burlington, Dubuque, Cedar Falls, Mason City, Storm Lake, Sioux City and Council Bluffs.

This final version of the report and recommendations was approved by the Task Force on November 14, 1989.

It is hard to consider one part of the educational system in isolation from the others. In many ways the distinction between sectors is artificial.

Shared Values

One result of this process has been the emergence of a set of values, shared not only among the Task Force members but also, we believe, among Iowans in general. These values undergird much of the reasoning behind our recommendations. Among them are:

A high regard for education. "Iowa has a tradition of educational excellence. We have a head start; we owe it to ourselves and our youth to continue that tradition." That statement, from the preamble to the FINE Report, applies equally in higher education, and the recommendations in this report are designed to carry that tradition into the future.

A strong work ethic. Iowans hold good work in high regard. Productivity statistics show that they consistently outproduce workers in other states. Building on this strength requires lifelong educational opportunities so that workers can acquire the skills they need to meet the work-place demands of a rapidly changing economy.

A strong sense of place. Iowans are deeply attached to their communities, valuing the quality of community life and committed to maintaining it. This value calls for educational opportunities in as many places as financial limits and quality concerns will permit.

An appreciation of Iowa's natural advantages. Iowans share the sense that their state's rich soil and other advantages not only must be used now but must be conserved for future generations. Higher education, through instruction, research and public service, supports efficient use now and conservation for the future.

A belief in broad participation in government. Iowans like to keep their government close to the people. This is reflected in the large number of counties, towns and school districts, as well as a large legislature. Participation in the governing process requires a well-educated, well-informed look both at present problems and future needs from a fresh perspective.

CHAPTER 1

THE CONTEXT

The Condition of Higher Education

In Iowa, as in most states, the higher-education system is complex. It is large, in terms of the number and variety of institutions, students and faculty, and the amount of money required to sustain it. Its organization is the product and the reflection of a mix of laws, institutional and state procedures, and traditions. It is diverse and competitive — characteristics that contribute to its strengths and to its problems.

The way the system is governed, from internal decisions about the curriculum to the development of statewide policy, is cumbersome. But it works rather well, despite its size and complexity. It could be improved, however, by expanding educational opportunities, strengthening organization and governance, improving planning and coordination, rationalizing funding, and enhancing quality.

The Institutions

Higher education in Iowa is provided by three public universities; 15 merged area schools (community colleges) that provide instruction at 28 campuses; 30 independent, non-profit colleges and universities; and 39 proprietary and specialized institutions, including professional, theological, business, nursing and medical technology, career and technical, and beauty and barber schools.

Unlike most other states, Iowa has no public regional universities — four-year institutions intended to serve specific areas of the state. In most states, these have evolved from teacher-training colleges. Iowa's only such college became the University of Northern Iowa. Iowa's alternative to maintaining public regional universities is state financial aid to Iowans attending independent institutions in Iowa.

One issue the Task Force considered was the number and distribution of colleges in Iowa. Are there too many? Among eight states with populations similar to Iowa's, only two have fewer community colleges than Iowa's 15, while three have

21

more.[1] Iowa's community colleges are designed to serve, on average, areas with about 75,000 people between the ages of 18 and 44. While community colleges in several of the comparison states serve larger population bases, these states are more urban than Iowa. The Task Force is concerned, though, about size and quality differences among the community colleges. Different areas have different needs, and the community colleges, designed to meet those needs, can be expected to differ somewhat. However, the differences among community colleges may have grown too wide, so that residents of some areas may not be receiving adequate educational services.

Some duplication, particularly at the undergraduate level, is unavoidable and necessary.

It also appears to the Task Force members that Iowa has enough public university capacity to serve adequately its fewer than 3 million inhabitants.

Our sense is that institutions are not distributed evenly around the state and access may be adversely affected. High-school graduates in small districts are less likely than others to enroll in a public university, but more likely to attend a community college or an independent college. Students in Southwest Iowa are less likely than those living elsewhere to attend college at all, especially a public four-year institution.[2] The Task Force senses that this may result from the lack of four-year colleges in that part of the state; many southwest Iowans attend public colleges in Missouri and Nebraska.

Programs and Services

Iowa's public universities offer a wide range of programs and services. There is some duplication, although there is a somewhat different program emphasis at each of the institutions. The University of Iowa is generally oriented toward health services, humanities, fine arts and social sciences. Iowa State University is a land-grant institution with a focus on agriculture, science and technology, comprehensive undergraduate programs, extension and public service. The University of Northern Iowa specializes in undergraduate education, emphasizing teacher preparation and business.

Some duplication, particularly at the undergraduate level, is unavoidable and necessary. What must be resolved is a distinction between the essential and the non-essential, especially in programs with low enrollments and high costs. The Task Force did not independently examine issues of duplication because that is the function of the Board of Regents with respect to the universities and the Department of Education with respect to the community colleges. We acknowledge, without specific endorsement, that decisions of the magnitude being considered by the Regents will be necessary to maintain the quality we desire within the budget we have.

In addition to instruction, the universities provide a variety of special services, such as the Center for Laser Science and the Institute of Public Affairs at the University of Iowa; the Cooperative Extension Service and the Microelectronics Center at Iowa State University; and the Small Business Institute and the Center for Early Developmental Education at the University of Northern Iowa. The Task Force supports activities of this kind, when they involve research and when they do a good job of transferring knowledge and new technologies to agriculture and business. It is particularly useful when the universities and the private sector work together on such matters.

The Students

Iowa's public and private colleges and universities enroll nearly 160,000 students, 126,000 of them Iowa residents. More than 18,000 of the 34,000 nonresident students attend public institutions.[3] About 24,000 Iowans and 16,000 non-Iowans attend independent colleges and universities in the state. About one-eighth of Iowans enrolling as freshmen do so in another state.[4]

The members of the Task Force are especially concerned that higher education be readily available to all Iowans, whatever their race, gender, age, physical disability or place of residence. Fewer than 2.5 percent of the degrees conferred in 1986-87 at the public universities, the community colleges, and the independent institutions went to Blacks and Hispanics. Although this is somewhat greater than the percentage of the population of the state that is Black or Hispanic, it includes students from other states.

The situation is better, but less than perfect, for women, because they are under-represented at the four-year institutions and at the advanced-degree level. At the three public universities, 48 percent of all students, but only 44 percent of graduate students, are women. At the community colleges, 57 percent of all students, and nearly two-thirds of part-time students, are women.[5]

About 18 percent at the public universities, and 39 percent at the community colleges, are part-time students. These numbers suggest that the so-called nontraditional students are an important element in postsecondary education.

The Task Force supports the efforts of the public universities to set enrollment goals and commit resources to meet those goals. Although access to Iowa's colleges and universities is generally good, more effort needs to be made to ensure that all potential students are aware of the opportunities available, that they participate, and that they complete programs.

The Task Force fully supports recent legislative initiatives designed to help make this possible: for example, authorization of a statewide telecommunications network and a "college bound" program to familiarize minority pupils in elementary and secondary schools with the offerings and opportunities of higher education.

The Cost of Education

One of the major impediments to college enrollment is the cost, including, but not limited to, tuition. This is especially true in a state such as Iowa, which has an average household income more than 10 percent lower than the national average.

Tuition at the public universities has risen rapidly in the 1980s, to around $1,800, which is slightly above the national average. A poll conducted by the Des Moines Register in December, 1988, found that 58 percent of Iowans think university tuition is too high.

Tuition levels vary among community colleges, averaging about $1,100. This is 43 percent above the national average, giving Iowa the ninth-highest average community-college tuition among the 50 states.[6]

Task Force members believe that tuition is too high at the community colleges and that it has been rising too fast at the universities. While they share the view that students should pay a reasonable share of instructional costs, they believe that tuition should be based on a clear policy of institutional cost allocation and that it should be predictable.

Student financial aid is available both from the state and federal governments, but the burden of paying for a college education has clearly shifted in recent years away from the public and onto families and students. This has forced too many students to accumulate an unreasonable amount of debt. Federal student-aid programs have shifted in emphasis from grants to loans. The shift results principally from a general reduction in federal funding for grants.

The greater part of state aid to students at the public universities is distributed by the universities themselves, each using its own procedures. The state also provides small amounts of aid to community-college students.

The average accumulated debt of students at the public universities is around $7,000. The average debt load carried by community-college students is about $3,200.[7]

While the Task Force members agree that the federal government should reaffirm and expand its commitment to student aid, especially grants to lower-income families, they also believe that Iowa needs to reorganize its student-aid programs to better ensure that all students in need are treated equitably.

The state provides assistance to Iowa students at independent institutions under the Tuition Grant program. This now amounts to over $30 million a year. This program is intended to reduce the cost to a student for attending an independent college by partly bridging the gap between public-university and independent-college tuitions. With this program, the range of choice for all students is expanded. Because the independent colleges are vital components of the higher-education system in Iowa, the Task Force endorses continued public support for students who choose to attend such institutions.

The Task Force members also consider it important for the state to provide incentives for families to save for college education. Several states recently have adopted plans that guarantee a predictable tuition level at a particular institution for families joining a specific savings plan. The Task Force prefers an approach that does not link savings to attendance at a specific college. Therefore, it endorses the education savings plan recently created by the Iowa legislature.

Concerns About Quality

Task Force members are concerned about the quality of instruction, research and public service — the three basic functions of higher education — at Iowa's colleges and universities. Quality is hard to define or measure, but the reputations of Iowa's public universities are good, and certain program areas are recognized as excellent. While some suggest that the state's economic troubles in the 1980s may have had an adverse effect on the quality of higher education, there seems to be no evidence of a major problem. Such evidence would include decreased ability to attract new faculty or non-resident students, or a decline in federal funding. These problems have not occurred, at least in part due to relatively constant appropriations.

The universities compare reasonably well with their self-selected peer institutions in terms of faculty numbers and qualifications, funding, library holdings, equipment and similar measures — although we were told that the University of Iowa library, at least, has recently fallen behind its peers. The Iowa universities also produce results similar to those of their peers in terms of student retention, time needed to complete a degree, numbers of students enrolling in graduate programs, and standard test scores.[8]

Although faculty salaries at the community colleges have been relatively low, recent legislation provides more than $5 million to make them more competitive.

Iowa's public and private, two-year and four-year colleges and universities are accredited by the North Central Association of Colleges and Schools. Each college is reviewed periodically by the Association for continued accreditation, and suggestions may be made to improve some aspects of the institution's operations. We support the movement of the accrediting association toward increased emphasis on institutional assessment of student outcomes.

Generally, the faculty at Iowa's colleges and universities are well qualified. However, the proportion of women and minorities is a continuing concern. At the public universities, about 10 percent of professors, 25 percent of associate professors and 35 percent of assistant professors are women. At the community colleges, women make up about 35 percent of the instructional staffs. About two percent of the faculty at both the public universities and the community colleges are minorities.

Task Force members have concluded that the overall level of state support for education is about right. But they are concerned about the proportion of all state education money that higher education is allotted.

The Task Force members believe that strong efforts must be made to attract more women and minorities to community-college and university faculties and administration. There will be an especially good opportunity to accomplish this during the next two decades when an unusually large proportion of the present faculty will be retiring. Specific programs need to be developed to help recruit and retain female and minority faculty. Therefore, as one such approach, the Task Force supports the recent decision of the legislature to study the child-care needs of faculty and students at the universities. When such services are available, more women are likely to consider becoming faculty members.

Two other issues related to quality arose during the Task Force study. The first concerns the use of graduate students as part-time teaching faculty, especially when they are not properly trained to teach — and when many among the large number of teaching assistants don't seem to have an adequate command of spoken English. The University of Iowa provides nearly $13 million, and Iowa State University about $9 million, for teaching assistants. These figures suggest that hundreds of postgraduate students are teaching undergraduate students.[9]

The second concern is the condition of college buildings, both in terms of their accessibility to the handicapped and their basic structural safety. Assured physical access to safe facilities is no less a basic student right than the assurance of qualified teachers. Attention also must be directed to quality and adequacy of instructional, faculty and administrative facilities.

Governance and Coordination

A major issue in Iowa higher education is a lack of coordination among the sectors. This calls for policies that consider all of the available higher-education facilities and programs and provide for conflict resolution among institutions and sectors.

The Iowa Coordinating Council for Post-High School Education, a voluntary group, meets monthly to try to settle disputes among institutions and sectors and to review new programs presented to it. Most observers agree that it does not provide the level of coordination that will be needed in the 21st century.

In the legislature, most higher-education policy measures relate to funding. Therefore, the appropriations committees handle most major policy issues. Little attention is paid to higher education in the two education committees. There is no longer a standing committee on higher education in either house.

The Task Force is convinced that there is an increased need to coordinate the programs and services of all institutions. If there is better coordination among institutions and across sectors, resources can be used more effectively and more productive planning can be done.

One area likely to benefit from improved coordination is articulation. "Articulation" refers to the passage of students among institutions or across programs. It is a perennial issue in higher education. The Task Force found cases in which movement from one institution to another was difficult and resulted in substantial losses of credits.

There seems to be a positive attitude toward articulation among educational leaders in Iowa. The Regents universities and the community colleges have developed articulation agreements covering liberal-arts courses and degrees. Vocational programs and secondary-postsecondary articulation are still limited and uncertain, but are at least on the agenda of all institutions involved. We believe that more progress can be made by voluntary cooperation among the sectors than by an attempt at enforcement from above.

Three Basic Fund Packages

Iowa allocates about nine percent of its state and local tax revenues to higher education, ranking 18th among the 50 states in this measurement. This relatively high level of support results in large part from the state's strong tax effort in spite of a relatively low tax capacity. With a tax effort 16 percent above the national average, Iowa ranks fifth among the states in this respect. But it ranks 42nd among the 50 states in its tax capacity, which is 18 percent below the national average.[10]

Taking state funding and student tuition together, the allocation for each student at a public institution is about $5,700, which is nearly seven percent above the national average. However, taking inflation into account, it appears that per-student financial support has fallen by about two percent in Iowa in the last decade.[11]

State support of higher education comes in three basic packages. First, more than $400 million is provided for the three public universities. This is allocated on the basis of historic patterns, modified by changes each year in programs and enrollment. State support makes up about 31 percent of university revenues.

Second, the community colleges receive more than $80 million a year from the state, which is about 50 percent of their $156 million unrestricted current operating revenue.[12] Locally collected property taxes provided about 10 percent of community-college unrestricted operating funds and about 58 percent of the $28 million in community-college plant funds. State aid to community colleges is allocated through a formula designed to reflect differences in program mix. Although it is hard to create a formula sensitive to all of the needs of schools of very different size and scope, the Task Force supports the continued use of some formula as the best way to assure adequate and equitable funding.

Third, state student financial aid is

distributed along with federal student aid by the Iowa College Aid Commission. Non-repayable grants of more than $4 million are allocated to students at public institutions through various special-focus programs. About $30 million goes to more than 14,000 Iowa residents attending independent institutions in Iowa. The College Aid Commission also administers Guaranteed Student Loans of more than $96 million to students in public and independent institutions alike. There also is a $2 million work-study program.[13]

Task Force members have concluded that the overall level of state support for education is about right. But they are concerned about the proportion of all state education money that higher education is allotted. Between 1978 and 1988, enrollment in Iowa's public colleges and universities rose nearly 18 percent, while elementary and secondary enrollment was declining about 18 percent. In per-student terms, over the course of the decade, state aid for higher education rose by only 78 percent, while state aid for elementary-secondary education grew by 108 percent.

All of these statistics, references and impressions provide an idea of how the Task Force views the condition of higher education in Iowa. The rest of this chapter considers the social and economic changes that Iowa faces — the conditions to which higher education must adjust if it is to provide the benefits the people of Iowa deserve and need.

Higher Education and Iowa's Future

Iowa's future cannot be separated from its economic vitality. Until a decade ago, the state's great economic assets — its agriculture, location and transportation, and its well-educated and industrious population — seemed to render it immune to the cyclical economic and social problems that from time to time battered most other states. Painful experience has amended that hopeful assumption.

The world is changing, and Iowa must change with it in order to retain a strong and vital society and a stable and competitive economy. Prevailing views of the future center on several themes: the ever more global nature of the world economy and the highly intensified global character of competitiveness, an accelerating rate and expanding breadth of technological change, and a shift from the manufacturing to the service sectors in the national economy. All carry enormous implications for education.

Technological and Economic Change

Goods and services now travel freely around the world, and prices are set by international, not national, markets. The economies of all industrial nations are joined. International trade provides a larger portion of American gross national product than ever before, with exports having nearly doubled and imports nearly tripled between the mid-1950s and the mid-1980s.

New technologies increase with dazzling rapidity. These developments are felt in nearly all industries, and their effects influence conceptions of work place, consumption and the nature of economic competition. Technology is bringing change and turbulence into every industry and to most jobs. The importance of research in higher education is intensified. More pressure than ever before is created for substantive undergraduate education, advanced training, recurrent learning and continual professional and career adaptation.

An effective presence in the new global setting requires the ability to produce and sell at least enough goods and services to pay for imports. The relative standard of living is tied to competitiveness in the global economy. A lower standard of living will be the price of persistent trade imbalances. With the future standard of living of Iowans tied to the quality of their industry, relevant education and training have become essential.

These worldwide changes are bringing a growing dominance of the service component of the economy. Goods-producing sectors employed 45 percent of the American working population in 1929. By 1977, that portion had dropped to 32 percent, and by 1986, to 25 percent. The service sectors accounted for the rest. Between 1958 and 1982, manufacturing declined from 30 to 21 percent of the GNP. The United States is not alone in this respect; in other industrial countries services account for nearly two-thirds of production.

According to the National Alliance of Business, only five percent of the new jobs created during the 1970s and early 1980s were in manufacturing. Five million to 15 million manufacturing jobs are expected to be restructured in this country by the year 2000, and a similar number of service jobs are expected to become obsolete. Of the estimated 16 million new jobs that will replace these, nine out of 10 are projected to be service jobs.

The implications of all this for Iowans and their educational system are clear. Iowa's economy is based on farming and service industries. Both will continue to play a dominant and vital role in the future. Of the state's 36 million acres of land, 26.4 million are in crops and 4.5 million in pasture.

Twenty-five percent of the nation's hog production, 20 percent of its corn and 15 percent of its soybeans come from Iowa. The state derives more cash receipts from farm marketing than any other state in the Midwest. Of the 1.4 million employed Iowans, about 150,000 own farms, work on farms or hold other agriculture-related jobs.

With a tax effort 15% above the national average, Iowa ranks fifth among the states in this respect.

Other major areas of employment are: wholesale and retail trade, with about 250,000 employees; government, with 225,000; manufacturing, 220,000; and non-farm proprietors and construction, most of the rest.

Iowa ranked 49th among the states in total employment growth between 1978 and 1986. In the past few years, the state has seen an increase in service-sector employment and a decrease in goods-producing employment. Future employment growth in retail trade, services and government can be expected.[14]

A Changing Marketplace

Iowa is facing massive changes. These changes will be what economists call "structural" — that is, fundamental and permanent — rather than "cyclical," which occur regularly and tend to be shorter term. This all suggests that Iowans will need to be trained and retrained in different ways to meet the requirements of evolving industries and professions. It also follows that the offerings of colleges and universities must change. Not only must instruction be redirected to assure the ability of graduates to compete in this new society and world economy, but their research and public-service components also must move in new directions.

The nature of the consumer marketplace has evolved, too. Competitors now are able to produce at lower cost many of the products formerly associated with the Iowa economy. The future will bring even more competition with other producing nations and even more rapid transformations in technology.

Among their other effects, global competition and the agricultural emphasis of Iowa's economy are affecting the life of rural areas. What is now happening to rural communities is fundamentally different from what had been happening since farming first was mechanized. These difficulties are reflected in the decrease of the rural proportion of the Iowa population from 60 percent to 41 percent between 1930 and 1980, the presence of declining rural communities, the chronic lack of physical infrastructure and capital in small towns, and the difficulty in attracting these elements to risky rural ventures. Between 1978 and 1987, the number of farms in Iowa dropped from 121,000 to 105,000, and projections suggest that by 2005, there will be 30,000 fewer Iowans employed on farms than now.

While growth and vitality characterized rural America — and rural Iowa — in the 1970s, economic decline and dislocation have been the dominant themes of the 1980s. Ironically, this has been largely the result of increased productivity in agriculture and manufacturing, along with the subsequent lessening demand for workers. And the transition promises to be expedited in the coming years by international economic events, federal deregulation of the transportation and communications industries, and elimination of farm subsidies.

The new circumstances dictate that Iowa's economy become more diversified and even more productive. Higher education must continue to seek new knowledge through basic research, apply the lessons of this research to develop new products and industries, and respond to improved technology and applied research elsewhere. To a far greater extent than in the past, education will play a vital role in Iowa's efforts to adjust to change, while also striving to preserve the traditional values Iowans hold so strongly.[15]

A Changing Population

The economic prospect is one important part of the future. Population change is another. Iowa's population today is something over 2.8 million, according to the Census Bureau. Earlier in this decade, declines from one year to the next reached as high as 40,000. From 1987 to 1988, however, Iowa gained about 11,000 residents, mostly the result of natural growth (more births than deaths). Between 1980 and 1987, about 200,000 more people left Iowa than entered it. But a reversal has occurred since then, with more moving in than out.

Population projections differ dramatically. At one point, the Census Bureau warned that Iowa could lose a half-million people by the year 2010. Predictions by public and private economic-forecast groups indicate, however, that Iowa's population could grow by 200,000, depending on the speed and extent of the farm economy's recovery. With signs of that recovery growing stronger, a modest increase in population can be expected.

The nature of population changes is no less important than the changes themselves. Iowans on average are older now. In 1970, the median age was about 29. This year, it is closer to 33, and by 2005, it is expected to be nearly 39. In 1970, about one-third of all Iowans were between 15 and 39 years old; by 1988, that age group had increased to 39 percent. A few years into the next century, the proportion is likely to drop back to just below the 1970 level. Most college students come from this large age group.

A sharp decline in the number of traditional college-age students (18 to 24 years old) is expected. The number of Iowa high-school graduates, the largest single source of students for most Iowa colleges and universities, decreased 25 percent in the last decade and could drop as much again in the next two decades, bucking a national trend predicted by the Western Interstate Commission on Higher Education.

The non-white population of Iowa is expected to increase rapidly between 1990 and 2005. In the next 15 years, the white population is anticipated to grow by about 122,000 from 2.84 million to 2.96 million. During the same period, the non-white population is expected to increase by about 54,000 from about 91,000 to about 145,000.

These changes are unlikely to affect total enrollments in Iowa's colleges and universities. Despite a decrease of 10,000 in high-school graduates, enrollments at Iowa's public universities rose substantially from 1978 to 1988, from about 57,000 to about 66,000 students. They rose even more, numerically and proportionately, from about 31,000 to more than 44,000 students, at the community colleges.

The college population has become less "traditional," with more older students, more women, more minorities and more part-time students. By adapting to the needs of these new populations, by recruiting students from states where the population is growing, and by providing new services to people seeking to change careers or improve skills, the colleges and universities should be able at least to hold enrollments stable, despite worrisome underlying demographic trends.

The population is becoming more urbanized. Indeed, areas in and around several of Iowa's most rural areas hit population peaks in the year 1900 or earlier that they have never regained. Recent national policies, especially deregulation, and factors that are likely to spur Iowa's economic recovery, such as the growth of service industries, tend to benefit urban communities that have large markets, concentrations of capital and easy access to education. Decreases in federal subsidies, both to schools and to farmers, can only speed the move from rural to urban areas.

One dynamic that could check the increasing dominance of cities would be a large growth in communications technology and its use in expanding commerce. While Iowa is involved in a program to extend telecommunications, effectively doing for the transfer of information what paved highways did for transportation, this alone will not stem the trend toward urbanization.

Funding Considerations

Much will depend on Iowa's capacity to support education. This includes the capacity to produce income, to tax income fairly, the willingness of Iowans to be taxed, and the availability of outside funds, such as federal subsidies and research grants.

Iowa lags behind the national income average and has done so for a long time. To the extent that lower income represents a lower cost of living, this may not be a problem.

During the 1980s, the tax capacity of Iowa deteriorated with its economy. The state's ability to produce tax revenue declined well below the national average. But its responsiveness, in actual taxes levied, increased to a point well above the national average. So, at the cost of a higher tax burden, state revenues have remained fairly stable.

Higher education may have to compete more vigorously for its share of state funds against other urgent social concerns.

Historically, federal aid to Iowa has been comparatively low, despite the fact that Iowa receives about 10 percent of all farm subsidies. Iowa pays more to the federal government in taxes than it gets back. Defense-related funding and federal funds for research are particularly low.[16]

Major improvements in this picture are unlikely in the next 20 years. While the state should continue on the road toward economic recovery, the boom times of the 1970s probably won't be repeated. Moreover, there is a good possibility that some of the programs that have benefited Iowa, especially farm subsidies, will be reviewed and reduced. Higher education may have to compete more vigorously for its share of state funds against a deteriorating road system, the health needs of an aging population, welfare, correctional facilities and other social concerns.

Entire System Needs Restructuring

Higher education in Iowa clearly faces tough challenges. One of the toughest is its role in the restructuring of the entire public-education system. The history of public elementary-secondary education in this country reflects forces that have been operating on it ever since it was made a basic right of all Americans about a century ago.

For most of this formative period, the most powerful force was industrialization. This dictated a role for the schools: preparing students with intellectual and manual skills, a sense of social purpose and a strong work ethic. Soon the schools were shaped into a structure in which students advanced in annual cohorts, usually by age, with performance measured at the end of the year against that of their peers. "Seat time," the Carnegie Unit, became the common measure of acquired knowledge. Failure was accommodated by tracks and courses with varied levels of difficulty.

In effect, the whole system was gradually transformed into a production grid. Learning was divided into separate cells and distributed across various types of schools — elementary, secondary, middle school, junior college; academic, general, technical and vocational. It was spread across time schedules — five days a week, six to 10 periods a day, nine months a year. Knowledge was divided into components — communications, computation, reasoning; and it was further separated into distinct academic and vocational disciplines, treated separately.

The grid, often called the educational "structure," also operates in colleges and universities. It may have been an effective response to the needs of an earlier, industrial era. But all of this is changing, and an educational system structured to meet obsolete needs will have a hard time fulfilling future needs.

The system must be restructured. To this Task Force, restructuring means changing the basic assumptions. It merges separated curricular elements into a logical whole. It means a system based on new ideas of delegation, involvement, and empowerment of teachers. It raises questions about when children should enter school and how they should progress through it.

Restructuring means basic changes in the way teachers are recruited, educated, involved and retained. It alters the relationship between the system and the state, by delegating authority to districts and schools. It challenges the idea of education from age 6 to age 18, looking into the workability of an arrangement that starts earlier and may end earlier. It calls for greater emphasis on core competencies for all children. Many of these concerns have already been raised in the FINE Report.

Higher education also must change. It needs to do away with seat-time standards as indicators of accomplishment — certainly in the message it sends to lower schools in the form of entrance requirements. Postsecondary institutions will need to work closely with secondary schools to ensure fully integrated secondary/ postsecondary academic and vocational programs.

A redefined elementary-secondary school role based on core competencies — rather than "hours" per course, per semester — will compel a new responsibility on the part of colleges and universities for occupational education, both vocational and professional. This need will have an effect on the number and location of post-secondary learning centers.

All of these changes would require a close and continuing working relationship between faculty in both sectors. Colleges and universities educate the teachers and administrators who will work in the reformed elementary-secondary system. This not only means preparation for teaching new and frequently non-traditional students; it means being able to function effectively in a new administrative environment where more and more of the decisions are made at the building level where responsibility for success or failure will be placed.

College and university faculties also have a responsibility to ensure the presence of effective continuing-education programs for teachers. These programs, too, should take a different form. They should involve members of the elementary-secondary and higher-education faculties, all of whom are professionals. These faculties should be working together as peers, often in seminars and symposia centered on the academic discipline.

These are some of the more visible facets of Iowa's potential educational future. Social and economic forces shaped American education during its formative years. Now a new series of economic reactions is zeroing in on the quality of education.

Our vision of the future of higher education in Iowa stresses four central themes: (1) Access; (2) Responsiveness; (3) Quality and Accountability; and (4) Coordination. These are the most important guiding characteristics of the future of higher education in this state. They will be detailed in the next four chapters of this report.

CHAPTER 2

30

Access to Higher Education for All

The Concept

Ready access to higher education is fundamental. It is and should remain a dominant hallmark of the higher-education system in Iowa. We look to the future with a sense of pride at Iowa's efforts to broaden access. We wish to build upon and expand that base.

The concept of access has several dimensions.

- It involves the provision of sufficient student places to accommodate resident demands for postsecondary education.
- It entails suitable geographic dispersion of educational opportunities to accommodate changing demographics and educational needs.
- It requires an appropriate breadth of in-state programs to prepare students for a wide variety of careers.
- It involves support services sufficient to ensure that students are able to derive the maximum benefit from their academic work. Support services include remedial course work, academic assessment, student financial aid, academic and career counseling, child care, placement services, health services, and physical access and appropriate special services for the disabled.

All students should be able to enroll in educational programs appropriate to their educational goals and receive the necessary support services to succeed. The only requirements a prospective student should have to bring to the academic setting are the desire for higher education and the ability to benefit from it.

As we look to the next century, it is clear that access must remain a principal value. Its importance is enhanced by several factors: the essential need to remain economically competitive, a condition dependent in large measure on the educational levels of the work force; the certainty of employment shifts over the course of individual careers, which will require the acquisition of new skills; the aging of the population, which will place much of the cost of retirement and health programs on a smaller portion of society; and the increasing complexity of social, political, and community life. In this context, education is the primary means of full participation in the global society of the 21st century.

Student financial aid will play a key role in assuring access. The present aid programs at the public universities are operated independently by each institution, with the result that students of similar means are treated differently at each of the universities. In addition, students enrolled in academic transfer programs at community colleges are not presently eligible for state student financial aid grants. A concern for equity requires that this patchwork arrangement be changed.

Finally, one trend that is of some concern to the Task Force is represented in the increased time being taken by students to complete degrees. Students who take fewer courses per semester, thereby extending the number of semesters needed to fulfill graduation requirements, may pay more for college. However, a recent study of students at Iowa public universities indicated that student decisions are a more important determinant of the time spent to complete a degree than institutional constraints.[1] One reason students take fewer courses is that they are spending a significant amount of time working, either out of choice or necessity. Our sense is that too much time spent working can be a detriment to students.

The Vision

By 2010, Iowa will be nationally recognized for its efforts to encourage and support the full intellectual development of all its citizens. By actively promoting increased participation in postsecondary education for its high-school graduates and returning adult students, Iowa will have the highest postsecondary education participation rate in the nation.

Adult students, returning to master new skills or fulfill earlier aspirations for education, will enter an environment sensitive to their needs for flexible scheduling, evening and weekend class sessions, and child care.

Ready access to higher education is fundamental.

One example is Joan Grady, a single mother working full time, who, with the help of her campus mentor and a supportive employer, has been able to design an educational program that will allow her to achieve her educational goals while simultaneously meeting her work and parental responsibilities.

Special efforts to prepare and support low-income and minority students will result in enrollment levels that are equal to the college attendance rate of the entire population.

An example that can illustrate the success of these efforts is the case of Jose Rodriquez, a first-generation Iowan from a low-income family. Identified as exceptionally able in mathematics when in the sixth grade and supported through a business/state matching grant program to attend a summer enrichment program at the local community college, Jose will complete a bachelor's degree with dual majors in mathematics and computer science. He can expect multiple job offers from Iowa firms, but will continue his education and become a high-school teacher so that he may assist others to achieve their educational goals.

Geographic access will be considerably extended in the 21st Century through innovative combinations of long-distance learning, inter-institutional cooperative arrangements, campus/business partnerships, and traditional campus instruction.

The case of Sarah Long, a farm girl from the rural southwestern Iowa town of Sharpsburg, is illustrative. Her mother, who had wanted to become an engineer, had been unable to attend college because she could not afford to move away from home. Sarah, with similar ambitions, was able to get 60% of her engineering preparation through interactive telecommunications linkages available at her local high school. The state's student financial aid program made it possible for her to enroll as a resident student for her final two years at Iowa State University and, although it took her an extra year, she graduated with a degree in mechanical engineering in the Spring of 2010.

Financial access will be assured through low tuition and a flexible system of student financial aid that offers work, grant, and loan opportunities for students of all ages, both full-time and part-time, at all colleges and universities, both public and private.

Grants and work programs will assure that a college education is within reach of any who desire it.

George Smith is one who benefited from the new financial-aid system. George, a 1989 high school dropout who worked for a commercial landscaping company in Cedar Rapids, had always dreamed of owning his own business. In 2002 he completed his GED. For the next four years he was enrolled part-time at Kirkwood Community College in its business *curriculum, with his tuition partly paid by the state's financial aid program. In 2007, having completed his A.A. degree at Kirkwood, George borrowed money from a Cedar Rapids bank and opened his own landscape company. And now, in 2010, he employs six others in a thriving business.*

Families will be encouraged to save for college, and the availability of grants and opportunities to work while enrolled will assure that a college education is within the reach of any person who wishes to participate.

Recommendations to Guarantee Appropriate Access

To increase participation, improve financial and geographic access, and support under-represented populations, we recommend that the state take the actions identified below.

1. Substantially reduce tuition charges at community colleges.

To increase participation in postsecondary education, the state must reach out to the sectors of society which traditionally have been under-represented in the colleges and universities. These sectors include minorities, the working poor, and the significant proportion of high-school graduates who do not go on to postsecondary education. Reduction of tuition at community colleges would serve as a powerful stimulus to these groups to enroll, increase their skills, and compete for better jobs. The state would benefit from a better educated work force and the increased taxes paid as these people acquire higher incomes. A very large percentage of community-college students take jobs in Iowa. We recommend that community-college tuition levels be substantially reduced to the national average percentage of unit cost of instruction for comparable institutions. We estimate the annual cost of this recommendation at about $15 million.

We recommend that community-college tuition levels be substantially reduced to the national average.

2. Continue the policy of open enrollment at community colleges.

For most residents of Iowa, the local community college is within easy commuting distance and is the least expensive postsecondary alternative. Continuation of this policy will enable thousands of Iowans to meet their educational needs without regard to prior performance or length of time away from the classroom.

Open enrollment means admission to a community-college program for which the student is qualified, which may be limited initially to basic remedial courses. It should not be interpreted, as we were told many students do, to mean access to programs they could not complete successfully.

Community colleges should not be prevented, by law or policy, from offering courses leading to competency in any occupation for which there is a demonstrated student and employer demand. Trade schools should not be permitted to enroll students lacking at least a GED, if the trade is one for which state licensure requires a GED.

3. Assess the need to maintain the present number of attendance centers at community colleges.

Geographic access for place-bound students (those with families and/or jobs that make moving to or near a college impractical) will continue to be important. The 28 attendance centers presently operated by the community college districts provide this access. Increased cooperation and the development of a statewide telecommunications network will likely have an effect on the continued need for the present type of attendance center. The State Board of Education should routinely evaluate the need for attendance centers. As comparable educational offerings become available through telecommunications it should be possible to reduce the number of attendance centers, but may require an increase in the number of delivery sites.

4. Provide targeted funding to improve the preparation and aspirations of in-state minority students.

In its efforts to improve access for minorities and diversify the student mix at the colleges and universities, the state should give first priority to its own minority students. These efforts should begin in the state's elementary schools with programs designed to improve the aspirations and academic performance of minority students, including the use of role models, and the provision of incentives to save for college. At the postsecondary level, support for minority students should include financial assistance, counseling and guidance services, and mentor programs designed to increase students' chances of completing their degree programs.

5. Establish programs to improve the recruitment of minority students.

It is important to increase the presence of minority students on Iowa's campuses. Minorities comprise a comparatively small proportion of the total state population. In order to raise the minority presence it will be necessary both to increase the participation rate of resident minorities and recruit out-of-state minorities. We have sensed some resistance to the recruitment of out-of-state minority students, but we believe this is an important effort.

6. Rationalize basic tuition policy at state universities by establishing a policy for determining the size of the student share of the cost of education.

Students' share of the cost of education at Regents' institutions has reached such a high level that we believe future increases should be at no greater rate than the Higher Education Price Index so long as adequate resources are received from the state General Fund.

Having predictable tuition charges will allow families and students to save appropriately and plan expenditures. A Board of Regents policy relating to students' appropriate share of the cost of education will make the approach to setting tuition levels consistent and tend to reduce political pressures. We concur with the position of President Arnold Weber of Northwestern University that colleges must begin weighing public perception as well as economic reality in setting tuition rates.[2]

The tuition policy adopted should not be changed for at least two years following the announcement of an intent to change and a description of the intended change. This will allow families and policy makers time to react to the proposal and to plan for the proposed changes. We recognize that the Board of Regents needs the flexibility to respond to changing conditions. The Board should be allowed to override the tuition policy in cases of natural disaster, economic depression or recession, or other circumstances which have a severe and demonstrable negative impact on the quality of program offerings or on the students' ability to enter those programs.

7. Create a Higher Education Service Corps.

As one means of providing students with an opportunity for service and simultaneously providing financial assistance for college costs, we recommend the creation of a voluntary Higher Education Service Corps. Students electing to participate in the Service Corps would apply for assignments with eligible agencies, such as day-care centers, nursing homes or other public-service agencies. In return for service they would receive vouchers that would offset tuition and other charges at Iowa colleges and

We recommend the continuation of the present Tuition Grant program for Iowa students enrolled at an Iowa independent college.

universities. Participation in this program should not be a prerequisite for any other state student financial aid.

This concept, or one similar to the "Iowa Work for College Program" recently passed by the legislature, should be available to all students.

8. Expand the current work-study program to include work opportunities at state agencies and non-profit social service agencies and during the summer break.

This expansion will broaden the range of opportunities for students, perhaps encouraging them to consider careers in public service, as suggested in other recommendations. It may provide students with work-study opportunities near their hometowns during the summer months, allowing them to work during the summer break and save money for the school year.

9. Create a uniform statewide system of financial aid that provides basic grant support to students enrolled at public institutions who demonstrate financial need.

a. A statewide program of need-based grants open to all Iowa students enrolled in public colleges and universities should be created.

b. Tuition set-asides for financial aid should continue to be allowed in order to provide institutional flexibility to respond to unique circumstances not covered by the statewide program and to provide financial aid for non-resident students. Percentage rate of tuition set-asides should be uniform at all institutions.

c. The legislature should continue to increase the funding for student financial aid. A formula should be adopted to phase-in such increases to an adequate level and maintain such levels according to the demand and need criteria established by the College Aid Commission.

Federal programs of student financial aid (grants, work-study, and loans) should continue to be the first source of financial aid provided to students. State programs should build on this base with the goal of providing a comprehensive student financial aid system that eliminates financial barriers to postsecondary education for all of Iowa's residents.

The creation of a uniform need-based student financial aid system will ensure equal treatment and access to financial aid to every student, including students at community colleges.

10. Continue the Tuition Grant program as it presently operates.

The Tuition Grant program plays an important role in providing access and maintaining diversity within postsecondary education and narrowing the tuition gap between public and independent colleges and universities. We recommend continuation of the present Tuition Grant program for Iowa students enrolled at Iowa postsecondary institutions that are accredited by the North Central Association of Colleges and Schools. We considered expanding the Tuition Grant program to for-profit, non-NCA-accredited institutions but rejected that idea.

11. Continue the college savings plan authorized by the legislature.

The cost of postsecondary education continues to rise, and all parents, including those with low income, should be encouraged to save for college. The $1,000 college savings bonds sold by the state were only in effect for one year and were unaffordable to low-income parents. We support the approach authorized in the last legislative session of providing low-income parents with matching funds from the state to help pay the cost of the college savings plan and recommend that it be funded. Eligibility to receive matching funds should be recalculated annually.

12. Create graduate centers to provide adult students access to graduate education.

These centers should draw upon the resources of all sectors of higher education, both in-state and out-of-state, offer courses and degree programs reflecting the area's needs, and use existing physical and instructional resources.

13. Continue the development of the statewide telecommunications network and support grants to faculty for the purpose of producing high-quality coursework for delivery via telecommunications.

We view the development of the statewide telecommunications network as an important extension of outreach efforts to citizens of the state.

To take advantage of the new electronic highway, college and university faculty and librarians should be given incentive grants to develop appropriate offerings for delivery by this means. We believe that initial emphasis should be placed on basic undergraduate courses in order to allow as broad a segment of the population as possible to benefit and on offering unique educational opportunities that would otherwise be unavailable.

14. Establish programs that encourage state workers to continue their education.

We believe the state should take the lead in showing Iowa business and industry the options, possibilities, and payoffs associated with active, industry-sponsored continuing-education and retraining programs. The state, as a major employer, should encourage its employees to continue their education by providing annual career orientation days, flexible work hours and financial assistance. This approach will increase the attractiveness of working for the state and serve as a model for other employers.

15. Expand the number of agreements with other states in the region to provide Iowa residents access, at in-state tuition levels, to specialized programs not offered at an Iowa institution.

As a means of avoiding starting new programs where there is low demand and high cost, we recommend that the state seek agreements with other states to educate Iowa residents in these programs and reciprocate by agreeing to educate students from other states in Iowa's unique programs. Such a policy, modeled on the Western Interstate Commission on Higher Education's student exchange program, will provide a wider array of opportunities to Iowa's students without the necessity of creating costly new programs.

16. Assure the safety and accessibility of physical facilities.

Every student has a right to safe and accessible physical facilities on the state's college campuses. Appropriate maintenance of campus facilities has been deferred for too long. The state has an obligation to obey its own and federal laws by assuring that campus buildings meet appropriate standards. We recommend that the legislature move quickly to provide the necessary resources, even through bonding if necessary, to assure the safety and accessibility of campus structures.

CHAPTER 3

BEST COPY AVAILABLE

A Responsive System of Higher Education

The Concept

New challenges confronting the people of Iowa require education to do more than provide instruction for first-time students seeking terminal degrees.

Three-quarters of the available jobs presently require education or training beyond high school. Traditional career paths are expected to become less prevalent in the future, and opportunities for advancement through informal on-the-job training are expected to diminish, even as requirements for formal on-the-job training increase. These traditional routes to advancement will be replaced by paths of more formalized education and training in postsecondary academic and technical programs.

Three-quarters of the people who will be working in the year 2000 already are in the work force. They will have needs for advanced training and educational opportunities. The fulfillment of these needs is a primary obligation of postsecondary education.

The provision of an educated and continually renewed, productive work force and citizenry is the most obvious contribution of higher education to economic development. But, in addition, as business and industry become ever more information- and technology-oriented, the transfer to the wider economic world of what is developed in universities becomes increasingly important.

The universities traditionally view their mission as including teaching, research and service, with the latter given less status than the others and being less well-defined. Economic development, especially in the form of technology transfer, should be included in the definition of service, and the status of service will rise as the contribution becomes an integral part of the business routine.

Community colleges give more recognition to service. Encouraged by federal and state job-training programs, they are intensely involved in clear economic-development activities. The effect has been beneficial to business, communities and the colleges. The activity is consistent with both their service and teaching missions and should be encouraged.

There are a number of organizations at the state and local levels which have responsibility for economic development. The universities and community colleges are vital resources which developers must call on to provide unique services.

States, industries and communities are increasingly using their resources to contract with colleges and universities for assistance. Special budget appropriations for specified services are becoming more common, following the earlier pattern established by the agriculture extension and research programs. Industry-sponsored research in higher education also is on the increase. Presently it accounts nationally for more than five percent of university research budgets. Campus discussions are increasingly addressing issues institutions must confront if they are going to become fully involved in such endeavors — development of patents, licensing, conflict-of-interest and commitment policies, and technology transfer.

There are other services that colleges and universities can offer: programs of entrepreneurship training for new business have become a staple on the community-college menu. Four-year institutions also have become more active in this realm. Universities are becoming more involved in business incubator programs; through their incubators, institutions receive an equity interest in new firms in return for their services.

These observations describe many of the aspects of the vision of a truly responsive higher-education system that follows.

The Vision

By 2010, Iowa will become a "Learning Society." The ideal of lifelong learning will be a reality, and educational services will be available every day and evening. Industries and institutions of higher learning will regularly collaborate in the design of advanced instructional programs custom-fitted to the needs of the organization. Since workers will have acquired and demonstrated competence in the core areas, and most of them will have pursued their education into the postsecondary levels prior to entering the work force, these continuing-education and supplemental training programs will have a broad knowledge base on which to build.

Educational programs will be beamed to all areas of the state via telecommunications, often into the public schools, where students in remote areas will be able to study courses prepared by colleges and universities in foreign languages, advanced science and mathematics, and world literature, history, and culture of a nature previously beyond the capacity of all but the larger districts to provide.

Laurie Ames, a third-grade student in the Allison-Bristow schools, has been learning Spanish since the first grade via a college-based telecommunications program beamed into the school. Programs in Russian and Japanese also are available for elementary students. Laurie can look forward to advanced programs in calculus, chemistry and physics, which also are beamed into the high school of this small rural community. The concept of uniform educational opportunity has achieved reality in Iowa.

Similarly, continuing-education and retraining programs often will be offered at the work site. On-site programs will allow institutions to take advantage of the state-of-the-art equipment and technology. In return for the on-site educational service, industries will permit the presence of non-employees in the classes. These people also will have proved to be an important source of new workers for the company.

Michael Thomas had a year of post-secondary studies at Hawkeye Institute of Technology when he decided to become an electrician. A considerable portion of his apprenticeship training was acquired in the evenings in courses offered at a nearby plant site. When he acquired journeyman status, Mike was offered a job with this same company. He will be given time off to attend seminars and training sessions at the college and in other settings to remain abreast of the wiring requirements of new equipment and developments in his field.

Institutions of higher learning will have come to appreciate the importance of state economic-development programs, in some measure because of the replacement for reduced federal research funding that state resources will provide. Institutional reward systems, traditionally resistant to change, will have evolved to the point where tenure, promotions and salary increases are made on the basis of the specific conditions of a faculty member's appointment and assignment rather than the more conventional evidence of the performance of research represented by publications in academic journals. Not only is excellence in teaching recognized, but the evaluation of faculty members whose work involves applied research, technical assistance to communities, or collaboration with industry will rest on how well these assignments are fulfilled.

Collaborative Programs

All of the public colleges and universities will be involved in collaborative programs of economic assistance. The community colleges will serve as the local participants offering the widest array of direct services and will be backed up by the three public universities and their advanced educational and research programs. All fifteen community colleges will provide facilities and offer customized education service and programs of technical assistance to local industries, frequently at the work site, more often in the local school during the evenings, weekends and summer months.

Responsiveness also will involve the continued presence of high-quality educational programs of a more traditional nature. Students in Iowa will be able to select from a comprehensive range of educational programs and degrees. Institutions will concentrate their educational efforts on the programs at which they can excel. This, along with careful existing and new program review procedures, will lead to the virtual elimination of unwarranted program duplication in Iowa colleges and universities. The result will be a program inventory of great breadth and depth. A shortage of qualified people to replace retiring faculty will have required programs of forgivable loans and increased support for graduate students.

Higher education in Iowa will have achieved unprecedented levels of community involvement and social responsiveness. This will be reflected in the tremendous pride Iowans will display in their colleges and universities, and the evidence of this pride in their willingness to support them.

Recommendations to Assure Responsiveness

The Task Force recommends the following actions as initial steps to be taken toward the accomplishment of the vision:

1. While the primary mission of the institutions is to provide instruction, research and service, as part of the service component we encourage the

development of programs to stimulate regional or statewide economic-development efforts:

a. Promote continuing public/private-sector interactions as ways of identifying commercial needs for higher education's services, coordinating and reviewing responses and encouraging technology transfer;
b. Encourage the involvement of faculty in applied research, technical assistance and public-service programs, recognizing such involvement as an important contribution to the service component used in faculty evaluations;
c. Develop institutional policies concerning conflict of interest and commitment, and technology transfer.

These recommendations identify a few of the steps that can be taken to promote a closer working relationship between the governmental, industrial and higher-education sectors in areas of important social need. Economic development is one of Iowa's first priorities. We believe that higher education has both the capacity and the obligation to assume a vital partnership role with the state's government agencies, businesses and industries.

We recognize the significant economic-development contributions of the colleges and universities in the preparation of educated people for the work force. Here we are referring not only to this vital role, but to the application of the full range of institutional resources: instruction, applied and basic research, and public service. The colleges and universities comprise the third plane of the economic development triad. Government and industry represent the other two.

Colleges and universities must be prepared to accept an active and continuing role in state economic-development efforts. However, these actions should not be allowed to detract from the universities' primary focus on teaching and basic research.

Colleges and universities must be prepared to accept an active and continuing role in state economic-development efforts. To this end they must be prepared to work closely with both the state and local governments and with industry in the identification of needs, the development of continuing education, technical assistance, and applied research programs and services that can address them, and the incentives necessary to link the two. For their part, public officials need to recognize that institutions of higher education represent distinctive organizational structures.

Effective higher-education involvement requires some understanding of the scheduling and planning constraints under which these institutions must operate (e.g., faculty assignments usually are made a year in advance). For its part, the legislature should be prepared to use special appropriations, grants, contracts, and its other financial resources to engage these institutions in the new role. However, these actions should not be allowed to detract from the universities' primary focus on teaching and basic research.

2. Encourage graduates to remain in Iowa if jobs are available by such actions as providing "forgivable loans" to students in selected programs related to critical state work-force needs, and careers in areas of great social need, e.g., teaching, care for the elderly, service in small communities, assistance with remedial education, social service, health care, and others.

We believe Iowa should consider appropriate steps to encourage graduates to seek employment in the public and private sectors in Iowa. These might include repaying loans for individuals pursuing studies in essential fields such as medicine, math, science and special education, with repayment on a pro-rata basis for each year of employment after graduation. Representatives of industry should be encouraged to meet with their counterparts in the educational and governmental sectors to consider joint internship and cooperative education programs, career exploration ventures on the college and university campuses, and work-study programs. Thoughtful attention also should be directed to public-service announcements and other public-relations steps that could be taken to convey the opportunities and advantages of careers in Iowa.

3. Encourage people in need of retraining to seek and obtain it:

- **a. Collaborate with employers to provide incentives in the form of flexible working hours, child care, work-study programs, cooperative arrangements with colleges, tuition reimbursement, and the delivery of services on-site to encourage employees to participate in postsecondary education;**
- **b. Promote the value of lifelong learning to Iowa residents.**

It is increasingly clear that workers in all sectors of Iowa industry will require periodic retraining if they are to remain abreast of developments in their careers and professions. Part of this need will become apparent in the career and competency ladders recommended elsewhere in this report. These will allow workers and employers to quickly identify where an individual stands in terms of competencies. As these competency ladders are modified to reflect changes in the occupation or vocation, these too will become apparent. In addition, flexible scheduling, tuition reimbursements, arrangements with colleges and universities to deliver customized training and retraining programs, contracts with independent providers, promotions, salary increases, tax incentive programs, and many other options not mentioned here can be employed effectively to assist in the process of ensuring a competent and adaptable work force.

Employers could cooperate with each other and with the schools, to bring together enough workers who need retraining to enable classes to be offered that otherwise might be terminated because of insufficient students.

4. Provide incentives for retraining individuals in need.

Iowa's work force and societal requirements involve all its human resources. No one can be allowed to fall through the cracks. The prospect of subsidized training and retraining for people in need has been endorsed by the Iowa Business Council, which, in its report, "Welfare Reform in Iowa: Options and Opportunities," notes, "Investment in training and family support programs can be cost-effective for the taxpayer and will clearly benefit the recipient." We subscribe to that view. As an example, vouchers could allow the unemployed, underemployed, displaced homemakers, and others to select from the full range of educational opportunities for which they are qualified.

5. Offer classes through more flexible arrangements, taking advantage of advances in telecommunications; televise advanced courses and programs to all school districts.

Although hardly a panacea, telecommunications finally appears to be coming into its own as a useful educational medium. One of Iowa's goals should be to make educational opportunities available in the home, through television. Close working relationships between the higher and K-12 education sectors to share courses and ensure the presence of advanced and specialized classes in every college, university and school via telecommunications is a near-term attainable objective. The importance of equal educational opportunity in terms of breadth and range of the curriculum for all high-school and college students, rural and urban, cannot be stressed too strongly. Iowa should take the lead in developing a consortium of other states and countries to connect telecommunications systems together and to increase course offerings, cultural exchanges, communications and efficiency. Telecommunications also should be used to deliver degree and continuing-education courses and programs in local schools and community centers during the evening and weekend hours. Iowa has an obligation to its citizens to explore and pursue all of these possibilities.

6. Encourage the continued development and operation of programs designed to stimulate the vitality of rural areas.

The services that institutions of higher education can provide to rural communities are extensive. They include technical assistance in the form of market analyses, identification of growth trends, field surveys, business planning, worker training and retraining, basic and advanced education for degree credit, adult education, cooperative extension services, technology transfer, development models, coaching, facilitating, assistance with capital formation and attraction, distant learning, high-school program support, access to data and statistics, and support services and cultural environment which encourage communities to grow from within.

7. Increase support to students to pursue graduate degrees leading to careers in business, industry and government.

Too many students are tempted by high salaries to leap into careers in business or industry immediately upon receiving the baccalaureate degree. In time, a shortage of highly educated men and women — those with doctorates or master's degrees — will become apparent, with adverse effects on the innovation and expertise America needs to keep up in a competitive global environment. Efforts should be made, even at some cost, to encourage more students to accept education up to their capacity to learn.

Active participation in the global economy will require large numbers of people who know and appreciate the language, history and culture of other societies.

8. Stimulate efforts to internationalize the curricula of schools, colleges, and universities.

Active participation in the global economy will require the presence of large numbers of people who understand and appreciate the language, history, culture, and the economic and social systems of other participants in that economy. Requirements for studies in foreign languages should begin in the elementary school. Math, science, world history, literature, and cultures, among others, should also be required. Responsibility for institutional degree requirements resides with the governing boards and faculty of the institutions. We recommend, however, that they consider this situation carefully and take whatever steps may be necessary to ensure that graduates of Iowa institutions are prepared to function in this geopolitical environment.

CHAPTER 4

Quality and Accountability in Education

The Concept

States usually evaluate their institutions of higher education by examining comparative listings of statistics. By aggregating such measures as percentage of faculty holding advanced degrees, number of volumes in the library, dollars spent per student, and other indicators of this nature, and comparing these measures to institutions they judge to be similar, they arrive at a rough sense of how well their own institutions are doing. This quantitative approach to "inputs" served reasonably well when the major emphasis was on providing enough places to meet growing demand. Now we are entering a different era, one in which the emphasis shifts from enrollment growth (quantity) to the quality of the services provided.

Measuring quality is a difficult and imprecise business. There is no agreed-upon medium of exchange, such as dollars or bushels of corn, that can be readily counted to arrive at an accurate assessment. The medium of exchange in the educational realm is knowledge gained, knowledge created, and knowledge disseminated. The measures of these are rough at best and always open to challenge.

Traditionally, appraisals of educational and institutional quality have been performed by members of the academy for members of the academy. Faculty judge their peers for promotion and tenure. Accrediting agencies, composed of member institutions, evaluate institutions for accreditation.

The results of these efforts are used internally to improve the functioning of the institution. The public does learn some things about our institutions from these traditional measures. We know, for example, that our colleges are accredited by the North Central Association and, therefore, have been judged by a group of peers to meet the Association's standards. We know that many programs or colleges within universities also have been accredited by specialized groups and met their particular standards. We further know that various reputational surveys provide another yardstick against which to judge our own institutions. And, finally, we know that institutions perform their own evaluations of their sub-units.

Most of these efforts, however, continue to focus on inputs. Only recently have output measures — for example, assessing how much students have learned — begun to be included.

In the last few years, people outside of higher education have begun raising questions and seeking ways to make their own judgments about quality, particularly for public institutions. Legislatures often want to know about the quality of services and how well those services are serving the state's citizens and, increasingly, its businesses and industries. The questions of policy makers are different from the questions of educators. Policy makers want to know if colleges are educating for the new economy; if there is a demand for graduates; how well graduates compete for jobs and spaces in graduate and professional schools; and what employers think about the skills of their new employees.

These concerns typify a new era, and they represent legitimate questions that faculty and administrators are attempting to answer. Measuring quality in a way that responds to the needs of public policy makers, however, represents a new experience for them. Faculty are accustomed to evaluating the efforts of individual students or their peers but have not had, until recently, any reason to attempt any overall assessment of the institution.

Efforts to assess institutional quality are hampered by a lack of clear understanding of what is required and how policy makers intend to use the answers. Educators fear that imprecise, ill-understood results will be used to justify budget reductions when resources are scarce or to penalize institutions, departments or individuals in some other way.

Measuring quality is a difficult and imprecise business. There is no agreed-upon medium of exchange, such as dollars or bushels of corn.

While we support the move toward assessing quality, we are sympathetic to these fears and urge a cautious approach to the development and use of quality measures in order to allow time to build confidence in the measures and trust in their uses. Accomplishment of this requires at least three things: (1) definition by the state of what it means when it inquires about quality at its colleges and universities; (2) an open dialogue about the uses to which such information will be put; and (3) continued efforts on the part of the institutions to improve the ways that institutional quality is defined and measured. Iowa's prominence in testing and assessment places it in a unique position to become a national leader in this area.

As colleges compete more openly for a diminished pool of traditional students, prospective students can be expected to become more interested in quality and to demand better information. For our colleges to remain competitive, they will have to do a better job of demonstrating quality. We also support this move because we believe that improved qualitative information will lead to improved decision making at both the institutional and the state level. Last, we support this move because we believe this approach fits well with other changes we recommend.

We support the concept of centers of excellence as an efficient means of assuring that Iowa has high-quality academic resources in specialized areas. These centers of excellence should focus resources on one campus for the provision of services to the entire state. Such centers should be related to the basic mission of the institution and fit into the strategic plan for higher education. The laser center at the University of Iowa provides a recent example. Although not every community college, for example, can justify a state-of-the-art biomedical equipment technology program, the state should select and support one or more such centers in Iowa.

The Vision

By the year 2010, every college and university in Iowa will be able to demonstrate excellence in each of the fundamental activities it undertakes.

The state, through the Iowa Higher Education Council, will define its expectations for institutional quality and, through a combined legislative/executive/institutional study group, will identify the kinds of measures it expects institutions to use in assessing their own quality. Such information will be widely distributed. Public institutions will work cooperatively on developing means to define quality, obtain information to evaluate quality, and disseminate such information.

For example, each university will evaluate itself regularly using a variety of measures focused on the accomplishments of its students, such as the proportion of entering freshmen who graduate, and its faculty, such as the number whose teaching is classified as "excellent." Students will use such information to help them make the important decision about where they want to attend college.

During the period when quality measures are being developed, efforts to improve quality will be undertaken. A central focus of these efforts will be placed on upgrading the attractiveness of Iowa's colleges and universities to outstanding faculty members. The new faculty will include representative proportions of women and minorities. As a group, they will have exceptional teaching skills, attract substantial external research support, and lend their expertise to solving Iowa's social and economic problems. Faculty also will be more differentiated in their assignments, particularly at the university level. Some faculty will be primarily engaged in teaching; some will emphasize research; and some will emphasize public service. Faculty evaluation systems will be more flexible, recognizing the individual faculty member's particular skills and expertise.

Faculty will be supported in their professional development through mentoring programs, research and travel support, and widely available technological support, including computers, modems, video and telecommunications equipment.

Colleges and universities will give special emphasis to teaching effectiveness through the provision of incentives to stimulate innovative approaches to teaching and learning and support for disseminating the most promising ideas.

In addition, faculty will be engaged in supportive peer reviews of instructional techniques. Annual awards will recognize outstanding teaching faculty.

Faculty also will be more heavily engaged in the international aspects of their various disciplines. Exchange programs with foreign universities will allow Iowa faculty to teach and study abroad while also attracting leading foreign scholars to Iowa's universities.

To be hired as a teaching assistant, a graduate student will need to demonstrate subject matter mastery, knowledge of pedagogical techniques, and facility with the English language. Prospective teaching assistants who do not demonstrate these skills will be assessed and counseled on the necessary steps required to improve their skills.

Arem Palhezi, a graduate student in quantum physics, is teaching a basic course in atomic theory. Before being given that assignment, he passed a series of written proficiency tests and prepared lesson plans, and he is being observed in class by a mentor. He feels comfortable in his role, and his students will find his fresh perspective invigorating.

The student mixes at the three universities will be enriched with greater numbers of out-of-state and international students, thus contributing to an intellectual environment that is more diversified.

Students enrolled in vocational programs at community colleges will be required to demonstrate their skills through competency-based examinations covering subject-matter content and analytic reasoning, and communications skills. Experience with the competency-based approach at community colleges will be evaluated for possible extension beyond vocational programs.

Bill Suderberg hoped to become a refrigeration specialist. He took a series of courses, and then the competency exam, on which he passed all but one section. This information has been added to Bill's transcript portfolio and imprinted electronically on a "skill card" he carries with him in his wallet. The card can be read and a certified print-out obtained at any regional state employment office. As further competencies are acquired and demonstrated, the information will be added by the certifying postsecondary institution or job service center. Bill will enroll while working part-time in a local business in a course designed to provide the competencies he needs. When he completes his program, he will be given more responsibility and a higher salary because his employer knows which skills he possesses.

Many campuses will operate Centers of Excellence responsive to Iowa's needs as identified in the statewide strategic plan. These Centers will serve a statewide mission and provide unique services in support of the state's economy.

Financial Resources

Financial resources to support this vision will come from a variety of sources. We expect that the state's support of higher education will remain at a fairly constant percentage of the state budget, allowing modest growth in higher-education budgets. Some community colleges will choose to raise more local funds in support of their programs. At the universities, there will be an increase in out-of-state and international tuition revenues resulting from increased enrollments of non-Iowans.

The Board of Regents and the Department of Education will continue to review the programs offered by the public colleges and universities in order to assure that unnecessary program duplication is minimized.

Institutional excellence will be spurred through a strengthened accreditation process that gives greater emphasis to outcomes measurement. While the state will not develop an accreditation process separate from the traditional ones, it will encourage the North Central Association to pay much more attention to a variety of outcomes measures. These measures will not be limited to standardized tests but will include holistic measures of achievement, such as colloquia requiring the demonstration of oral and written abilities.

Recommendations to Assure Quality and Accountability

To achieve our vision, we recommend a variety of mechanisms to improve the system's quality and accountability.

1. Define the quality questions of interest to the state.

In order to develop a clear understanding of the questions state policy makers would like to have answered, we recommend that the Higher Education Council be charged with creating a joint legislative/executive/institutional study group charged with developing a set of questions on quality that reflects the concerns of policy makers and articulates how the answers to these questions will be used in the policy-making process. We would expect that the questions posed would differ for different types of institutions. In this connection, the Department of Education should monitor the quality of upper-division course offerings provided at, or through community colleges by other institutions.

2. Create measures of quality.

The questions resulting from study-group efforts should serve as guides for institutional development of quality measures, including student outcomes. Institutions should work together to develop and test various measures with the goal of creating a series of measures responsive to the policy questions raised by state policy makers.

3. Foster improved faculty and professional staff recruitment and retention.

a. Ensure that public university faculty and professional staff salaries are competitive.

Faculty are attracted to an institution

with a strong reputation and a good working environment. Iowa is fortunate to have colleges and universities with strong reputations. Improvement is needed, however, in providing faculty with good working conditions and adequate support services. We regard present salaries and benefits at the universities as competitive with their peers and recommend that at least this level of be maintained.

b. Improve community-college faculty salaries and benefits.

At the community colleges, recent compensation levels have not been competitive. In some places they are not even competitive with teacher pay in the local elementary-secondary system. We were told, for example, that Sioux City elementary-secondary teachers average $3,400 more than the faculty at Western Iowa Technical College. We recommend that average community-college salaries continue to be improved until they are competitive with the average salaries paid by our neighboring states. Bringing community-college salaries up the national average would cost about $8 million a year.[1]

At the community colleges, recent compensation levels have not been competitive.

With respect to community-college retirement benefits, we recommend that community-college staff be given additional options beyond the presently available Iowa Public Employees Retirement System (IPERS).

For example, because contributions — and pension benefits — cut off at the $26,000 salary level, lack of a retirement system that provides pensions commensurate with salaries higher than $26,000 is a disincentive to recruitment and retention.

c. Expand child-care services on campuses.

In response to the changing nature of the American family, we recommend that each of Iowa's colleges and universities make child care available to its campus community. Providing this service will become increasingly important as a means of attracting and retaining graduate students and younger faculty, especially women. We support the legislature's interest in providing child-care services at the Regents universities and urge the extension of that interest to the community colleges.

d. Increase faculty and professional staff retention through improved support services and professional development.

Competitive salaries and fringe benefits are excellent recruiting tools. Retaining faculty, however, requires the provision of adequate support services and the opportunity for the individual faculty member to develop professionally. Basic factors important to creating an environment in which a faculty member can be most productive include adequate faculty leave policies, office space, library and computer support, telephone and travel support, and, increasingly, access to telecommunications systems. To encourage the continuing development of outstanding faculty, we recommend that the state initiate a competitive grant program designed to provide resources to selected faculty members to further their professional development. For beginning faculty members, we recommend the initiation of mentor programs in which senior faculty support and guide their junior colleagues. We also recommend the implementation of child-care services and family-leave policies at every campus and a system of identifying employment opportunities for spouses of college faculty and staff.

e. Offer incentives to attract the ablest students to faculty and other education careers.

Because we will soon face larger than normal rates of retirement from faculty ranks, we should work to increase the pool of potential faculty members. We recommend that the state and its universities offer incentives to attract the ablest undergraduate students to enroll in graduate school and choose a career as a faculty member at an Iowa college or university. Such incentives might include increased pay for teaching and research assistants, improved grants, and forgivable loans.

The future vitality of higher education in Iowa is dependent in no small measure on the availability of qualified faculty. The years of surplus applicants in most academic fields are coming to an end, as faculty retirements and projected enrollment patterns signal an impending period of shortage. Iowa should not expect all of the graduates of its doctoral programs to assume faculty positions in the colleges and universities of this state. Iowa has an obligation to contribute its share to national needs, making up for the loss by the applicants it draws from other states. The situation is reaching crisis proportions in many fields of high industrial demand, e.g., engineering, computer science and business, where the needs of industry attract students before they complete their programs.

Faculty retirements and projected enrollments signal an impending shortage of teachers.

Increased support for graduate students, including increased salaries for graduate assistants, is one of the more obvious solutions. Others need to be found and considered.

Taken together, these steps will provide the appealing environment necessary to recruit and retain outstanding faculty for our colleges and universities.

f. Graduate students should not be used as teaching assistants until they have demonstrated mastery of subject matter, adequate teaching ability and facility in speaking the English language.

The large numbers of undergraduates who take courses taught by graduate students are entitled to competent and understandable teaching. Prospective teaching assistants who do not meet reasonable standards should be counseled and helped to attain the necessary competence to instruct classes.

4. Create incentives to stimulate improved teaching including development of appropriate communications skills.

We recommend the establishment of incentive programs that encourage faculty to experiment with new approaches to classroom instruction, including the use of telecommunications and the internationalization of the curriculum, or teaching skills such as writing and critical thinking and sharing their findings with colleagues through summer institutes or teaching colloquia. We also recommend expansion of the teaching excellence awards recently approved by the legislature to include faculty at all public institutions.

5. Expand current international exchanges of faculty.

While we are aware of a variety of international faculty exchange agreements currently approved, we believe that the level of participation in such programs is too low and additional efforts are needed in the future. We suggest 100 faculty members a year in such programs as a reasonable goal.

6. Alter faculty certification requirements at community colleges.

We recommend that certification requirements for community-college faculty be altered by authorizing the State Board of Education to approve hiring standards which permit the hiring of non-certified faculty.

7. Continue program review and accreditation processes.

The Task Force supports the continuation of program review by the Board of Regents and the Board of Education. Accreditation of institutions should continue to be done by the North Central Association. We support the NCA's current efforts to place greater emphasis on outcome measures while leaving the selection and definition of particular outcome measures to the individual institutions.

8. Develop student outcome measures.

The Task Force supports continued efforts to define and assess student outcomes as an appropriate accountability measure. We support the NCA's policy that "all institutions are expected to assess the achievement of their students." These results should be shared with the state. Only if this approach is not adopted would we recommend that the state create and enforce a separate system of measuring student outcomes.

9. Provide fiscal incentives for intersectoral cooperation.

The state should establish a program of financial incentives to institutions for the purposes of developing exemplary programs and encouraging cooperation among institutions and across sectors in such areas as sharing facilities and faculty. For example, a community college and a university might jointly propose the development of an articulated bachelor's degree in applied technology and receive funding for the design and initial implementation of such a program. Another example would be cooperative activities among independent colleges and public universities to design graduate centers in underserved areas.

10. Explore and promote an Iowa "electronic" university which would market Iowa telecommunication course offerings to other states and countries.

The emphasis placed on telecommunications and the application of other electronic media to education throughout this report will make Iowa a national leader in this developing field. Iowa can profit from these efforts while providing useful assistance to other states that are less far along.

11. Increase the number of non-Iowans in Iowa colleges and universities.

We recommend that Iowa take advantage of the solid reputations of its colleges and universities to attract additional students from outside of Iowa. Iowa might, for example, seek contractual relationships with other states that have a greater demand for places in their colleges and universities than they can fulfill. Under such an arrangement, the out-of-state student would pay in-state tuition rates and the sending state would reimburse the receiving institution for the difference between in-state and out-of-state tuition. Over the next fifteen years, states expected to show surplus demand include Arizona, California, Florida, Nevada, Utah, Virginia and Washington.

Such an agreement would have several beneficial effects. First, it would allow state universities in other states that face excess demand to offer enrollment alternatives to their residents at reasonable tuition rates. Second, it would improve the student mix at Iowa's public universities. Third, it would provide Iowa's universities with a mechanism to manage annual enrollments to achieve an appropriate balance between demand and capacity. Reciprocal enrollment arrangements also might be considered to provide Iowa residents with additional enrollment options.

At the international level, Iowa might negotiate exchange programs which allow Iowa students preferential treatment at foreign universities and attract increased numbers of foreign students to study at Iowa institutions. Such a program could be combined with an international economic-development strategy that builds stronger ties between Iowa and selected foreign markets.

12. Support Centers of Excellence.

We endorse the Centers of Excellence approach as a good way to develop needed capacity in specific areas. We suggest, however, that further funding of such centers be delayed until there is a statewide strategic plan for higher education. Proposals for additional Centers of Excellence can then be evaluated for their contribution to achieving the strategic plan.

13. Establish funding guidelines to assure base-level support.

Colleges and universities face inescapable fixed costs. We believe funding guidelines that recognize such base-level costs are essential. The Iowa Legislature has understood this need and has maintained funding levels for higher education even through the hard economic times of the early 1980s.

Budgetary stability and predictability are essential if colleges and universities are to continue to offer quality education.

Budgetary stability and predictability are essential. Without stability, institutions are forced to use more part-time faculty, which can result in some reduction of quality. Stability can be ensured by a process of guaranteeing that the existing funding base will not be diluted by new, unfunded requirements and by allowing institutions the flexibility to seek alternative funding sources. Examples of unfunded requirements are child-care facilities, accommodations for the physically challenged and safety improvements to buildings.

A major need is to accommodate enrollment growth. At the community colleges, ironically, this growth is greatest in difficult economic times. The marginal costs of additional students must be allowed for in any funding formulas.

Adequacy of support can be best determined by comparisons with carefully selected peer institutions in other states. Peers should be similar to Iowa institutions in size, student mix, mission, program offerings and research orientation. Separate peer groups should be selected for the different institutions, and they should be reviewed periodically and modified if necessary.

Additional funds for the accomplishment of state goals, including focused excellence, could be provided through a system of grants, competitive and non-competitive, and institution-initiated proposals for qualitative improvements. A program of competitive, non-matching grants to support pilot projects that might improve the delivery of educational services is another possibility. Institutions also might seek funding for improvements such as startup costs in program areas not covered by the program of competitive and non-competitive grants.

Assuming, as we do, that the proportion of the state budget devoted to education will stay reasonably stable over time, we suggest several additional sources of public revenue to support quality initiatives.

At the community colleges, we recommend that local boards be given the authority to generate supplemental revenues, provided that: (1) the allocation formula continue to be used with modifications if necessary to assure sensitivity to the varying fiscal capacities of districts and differences in the cost of providing services; and (2) state aid is provided to assure that all community-college districts have a similar capability to raise supplemental revenue.

Enrollment growth requires that marginal costs of additional students be figured in to new institutional funding formulas.

The community colleges also should have authority to levy an enrichment tax, subject to voter approval, for the purpose of improving quality and initiate competency-based programs in conjunction with local school districts or Area Education Agencies.

At the universities, additional revenue can be generated through expansion of out-of-state and international enrollments as suggested above and increases in contract services provided to Iowa businesses.

Another possibility is for universities to make agreements with business and industry whereby the latter will pay for additional faculty to teach continuing-education and professional-upgrading courses.

In addition, the Task Force commends the Regents universities for their current internal studies of duplication and realizes that significant resources will have to come from reallocation.

Finally, over the next two decades, restructuring of the education system can result in significant shifts of funds.

14. Create a New Ideas Fund.

A New Ideas Fund could initially be focused on encouraging the implementation of the ideas presented in our report. This could be accomplished through a modest appropriation to fund grants for pilot tests and other programs directed to implementation. The review of proposals and awards might be accomplished by an ad hoc task force empaneled each two years for this purpose.

In addition, we have been impressed with the many ideas that were presented during our public hearings around the state. Many are represented in our report, but many others were too specific for the Task Force to pursue. We were reminded again, however, that people closest to a problem are usually in the best position to solve it. The New Ideas Fund can provide incentives for this kind of problem solving through the establishment of a competitive grant process that offers financial support for designing and testing solutions in problem areas identified by the state.

15. Promote Iowa's colleges and universities.

Since quality is both actual and perceived, we recommend improved efforts to inform the public about the many outstanding programs available at Iowa's colleges and universities. This might take the form of working with various media to publicize outstanding programs, research efforts, or public-service successes through an education page in statewide newspapers, facilitated by outside funding for cooperative advertising. However it is done, Iowa's citizens need to made more aware of the excellent resources available to themselves, their children, and their businesses.

CHAPTER 5

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Coordinating Higher Education

The Concept

We have recommended various ways to improve the accessibility, responsiveness and quality and accountability of higher education to meet the challenges of the new century. We have confidence that the institutions themselves and their governing bodies can bring about the needed changes — if there is an effective mechanism through which they can work together.

Therefore, we recommend in this chapter, among other things, the creation of just such a vehicle for coordination.

At present Iowa's educational system is characterized by multiple layers, sectors and tracks offering different courses, having different admissions criteria, and employing different standards, reflecting deeply held feelings about academic freedom, institutional autonomy, and the separation of the campus from government.

The diversity is impressive, but such diversity and competitiveness also can result in inefficiencies: duplication of services, difficulty in the movement of students across institutions, and delayed institutional responsiveness to state needs. When it comes to the resolution of conflict, there is no point at which a system-wide perspective operates.

The elementary-secondary and post-secondary systems are separately governed and administered. Iowa is one of a limited number of states with a community-college system managed by a department of education.

During the last three decades, many states have established statewide coordinating boards. In some cases, they review new or existing programs, or both. They also develop consolidated budgets that combine the askings for all public colleges and universities. In some states, a coordinating board may be a planning agency. In still other states, its main responsibility centers on data gathering and analysis.

There has been less movement nationally toward closer secondary education/higher education linkages. The systems tend to be distinct, reflecting their sequential development. In a few cases a single board spans all levels of education, but the more popular pattern is one in which formal or informal attempts are made to convene the separate boards in regular meetings.

Iowa has an opportunity to break new ground in coordination, since no models exist that precisely fit Iowa's situation. We are convinced of the need and believe it is critical to proceed toward a suitable coordinating body.

The basic inter-sectoral education currency — the symbol that holds the system together — is the student credit, the Carnegie Unit. Credits do not mean the same thing to all people, and that creates problems, between high schools and colleges, and among colleges. A year of high-school English may not mean much to a college registrar when dozens of separate subjects, from journalism to drama, can qualify for English credits.

The social and economic conditions bearing on Iowa carry heavy implications for all education, but especially for vocational education. The educational demands of global competitiveness stress the importance of early acquired basic skills in the public schools as a foundation for further education or further career preparation at the postsecondary level. They raise questions about the appropriateness of job-specific training in the secondary schools, in view of their limited capacity to provide it. These new circumstances change the focus of the K-12 education program in many ways, not least by forcing a concentration on basic preparation for all students, a new emphasis on transferable competencies, and deferral of job-specific training until the core competencies have been mastered.

At the postsecondary level, again especially in vocational education, there has been formed a new and stronger focus on job training, retraining, and continuing education at advanced levels — implying a new definition of roles and need for greater clarification and coordination of program efforts between the secondary and postsecondary systems.

Demands for a trained work force extend the educational implications well beyond the conventional. Lifelong learning, stated both in terms of continuing education and retraining, is a prominent theme. Stronger associations between the education and employment sectors are called for. Two further considerations emanate from this. The first is that learning experiences at the secondary level should not be "terminal" but designed to integrate with further studies at the postsecondary level and throughout one's adult life. The second calls for greater attention to the development of joint secondary/postsecondary programs to build competency ladders.

These concepts already are being developed in some places in what is called the "two plus two plus two" system. The two upper-level years of high school prepare students to move, either directly or later, into a four-year college program, or into a two-year program at a community college or technical institute that, in turn, prepares them to move, either directly or later, into the junior and senior years at a four-year college or university.

Clearly, the locus of advanced job training has shifted from the high schools to the postsecondary sector. The historical distinctions between vocational and nonvocational education in the high schools are being blurred by employer calls for general, as distinct from highly specific, work-related competencies.

Two more related concepts need to be considered. The first is the concept of a competency ladder, one that builds on the transferable competencies students acquire through mastery of the basics and exploratory vocational courses in high school, adding increasingly more advanced increments in terms of preparatory and supplemental training at the postsecondary level. This occupational ladder parallels the career path represented by college-level work, postgraduate studies, and continuing education in the academic and professional fields. A change in focus from "years of study" to specific references to competencies by higher-education institutions in their admissions requirements could expedite the change.

Learning experiences at the secondary level should not be "terminal" but designed to integrate with further studies.

The second concerns recognition, and this evokes certification. Degrees have not been an aspect of occupational edu-

cation. Yet, there is increasing evidence that students and employers desire the recognition of accomplishment that degrees afford. These desires are reasonable, and there is no compelling argument against them. Certification in the form of appropriate degrees should be as available to students advancing in their occupational fields as it is to students engaged in academic pursuits, and they should not be limited to the associate-degree level.

The Vision

By 2010, Iowa's educational system will be fully coordinated. The capacity to demonstrate competence and knowledge will represent the new "currency" of the system. Computerized student portfolios that list competencies will have replaced student transcripts that merely identify academic credits and grades. Educators in all sectors will have collaborated with representatives of the public and industry in developing competency standards appropriate for each level. These will be keyed to integrated curricula that ensure the accomplishment of core competencies in basic skills by the tenth grade. At that point, students can exercise their preference for vocational or academic programs cooperatively offered by the secondary and postsecondary systems.

The elementary-secondary system will have acquired a new form. Parents will have the option of enrolling their children in pre-school programs. Grade levels will not be a strong feature of the early years, as classes will be arranged as

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blocks — grades K-3 and grades 4-6 — and children will be encouraged to proceed at their own pace. The system will be organized around the accomplishment of the core competencies by all students completing tenth grade. These competencies will be essentially those identified in the FINE Report — effective communication skills, knowledge of American and other civilizations and governments, facility with at least one other language than English, computation skills, understanding of geography and national and international economics, a firm grounding in the arts, job acquisition and retention skills, and some entrepreneurship skills.

At this point, students will be able either to enter the work place and receive occupational training in apprenticeships or continue their education in high school/college programs in the occupational or academic fields, climbing career ladders involving progressively advancing studies in community colleges and four-year institutions. Career ladder and lifelong learning concepts will have meaning in both the academic and occupational spheres, as students in the occupational program will have the option of acquiring a baccalaureate degree in appropriate fields via joint programs between the community colleges and the public universities, offered at community-college sites and elsewhere throughout Iowa.

Two examples illustrate how the system will prepare students.

John Andrews, studying for a baccalaureate degree in political science, with the goal of a doctorate in international studies, devoted his last two years of high school to advanced academic work to qualify him for college entrance. Some of these studies were offered by Iowa colleges and universities, including the University of Iowa, where John is enrolled. The transition from high school was accordingly smooth, and since John had demonstrated mastery of the core competencies two years before, it was a foregone conclusion that remedial work in college was not required.

Betty Rogers, always interested in mechanics, assisted her father and brothers with the maintenance and repair of the equipment on their farm near Marshalltown. At age sixteen she completely rebuilt the engine and fuel-injection system of her brother's 1971 Porsche 911E. Like that of all Iowa students, Betty's school work through the tenth grade centered on the core competencies. With these behind her, she enrolled in a joint high-school program with Iowa Valley Community College in auto mechanics, specializing in diesel repair. Working at a farm tractor service center, she entered the Bachelor of Applied Mechanical Technology program offered jointly at Des Moines Area

Community College by the University of Northern Iowa. Her long-range career interests center on the manufacture of high-tech and environmentally sensitive agriculture machinery.

Since "credits" will have been replaced with competency standards, students will no longer encounter barriers and the loss of time spent on unacceptable units as they transfer between institutions and sectors. A Higher Education Council, with representation from all education sectors, will have assumed responsibility for overseeing the smooth movement of students through the system. Similarly, the demonstration of knowledge represented as competence will provide a useful qualitative measure for educators and students alike. The emphasis on competence also will facilitate the cooperative presence of high schools, colleges and universities in courses and programs beamed into the schools and homes of Iowa via a fully developed statewide educational television network.

Comprehensive statewide planning for higher education will have been brought to an unprecedented level of effectiveness through the development of a strategic planning capability and the formation of a well-designed data collection system that values responsiveness to legislative, executive and public needs. Arrangements will be in place to resolve inter-institutional and inter-sector conflicts, and reliable communications will exist among the various components of the system. Inappropriate program duplication among institutions will have been eliminated, and expanded inter-institutional collaboration and coordination will be a prominent feature of the postsecondary educational system. Program development will be closely monitored to ensure that new initiatives are attuned to student, social and economic needs.

Each community college will offer a comprehensive range of programs, on-site and augmented by telecommunications, to residents of its region. Community-college operations will be fully coordinated by the Department of Education. The General Assembly will have established a joint higher-education committee to exercise higher-education policy oversight.

Recommendations to Improve Coordination of Higher Education

To reduce the gaps within the system and increase the quality of strategic planning and coordination by Iowa's higher-education sectors, the Task Force recommends that the state, the Board of Regents, the institutions, or the Department of Education, as appropriate:

1. Take the following actions with respect to postsecondary education governance:

a. Retain the Board of Regents for the public universities.

b. Rather than establish a new board and separate system for the community colleges, strengthen and clarify the role and responsibilities of the Department of Education with respect to the coordination and general supervision of these institutions.

c. Increase resources available to the Board of Education to enable its members to better carry out their extensive responsibilities, particularly with respect to the governance of community colleges.

We have considered other governance arrangements, including the replacement of the Board of Regents with separate governing boards for the three universities, the removal of the community colleges from the purview of the Department of Education, a separate board for community colleges, and still others. We believe that any major governance problems can be resolved through less drastic means, and these should be tried before other structures are created. If nothing else, the prospect of reorganization carries significant hidden but nonetheless debilitating costs on the system and its components as the informal networks that make such systems work are dissolved.

We considered, but did not adopt, a recommendation that the Iowa School for the Deaf and the Iowa Braille and Sight-Saving School be removed from the jurisdiction of the Board of Regents and placed in the Department of Education. The rationale for such a move would be that the Regents deal almost entirely with postsecondary education, while the DOE deals with elementary-secondary education, as do the special schools. A case could be made that better coordination and easier movement of handicapped pupils between the public schools and the special schools would result from the transfer.

The state needs a strong and realistic strategic plan for higher education and an effective higher-education coordinating body.

Our primary interest here is the need for, and access to, lifelong learning opportunities for handicapped persons.

Some of those opportunities will be in four-year institutions; others will be in community colleges, which are under the oversight of the DOE. If further study confirms that the best lifelong learning opportunities, and the easiest movement of handicapped students in or out of regular schools and the special schools, as best suited to individual needs, can be assured under the present system of governance, there is no need for making a change.

There has been a suggestion that a separate board be created to govern community colleges within the Department of Education. We reject that proposal, because we see a great and growing need for close coordination between the elementary-secondary and postsecondary sectors. A single governing board over the elementary-secondary system and the merged-area system seems the most suitable structure to ensure that coordination. However, we have found deep concern about the oversight of the community-college system and a feeling that the Board of Education is not showing sufficient interest in these institutions.

Therefore, we are proposing that the Board be provided with additional resources in order to be able to devote more time and attention to the postsecondary portion of its responsibility.

2. Strengthen system coordination through a board composed of representatives of the executive and legislative branches of government and the higher education sectors. This board would be responsible for:

a. Developing a strategic plan that would maximize the resources of the entire educational enterprise and be shared with the legislature and executive branches as input in the appropriations process.

b. Focusing on the process of planning by anticipating issues and preparing policy analyses and studies that address them;

c. Providing procedures for the resolution of inter-institutional and inter-sectoral conflicts;

d. Ensuring the purposeful movement of students through the educational system;

e. Monitoring the programs and services of out-of-state and proprietary institutions operating in Iowa and making recommendations as necessary to the appropriate agencies;

f. Gathering and disseminating information about Iowa's colleges and universities for use by prospective students and their families;

g. Convening issue-oriented special study groups to make recommendations on intersectoral issues such as articulation and financial aid.

The Task Force proposes this coordinating organization in order to facilitate the development of good working relations among the sectors and between government and education. We reject the concept of centralized decision-making, while maintaining our position that there are educational issues that transcend campus or sectoral boundaries and must be considered collectively.

To accomplish this end, we propose that the organization be set up by intergovernmental agreement among the sectors (on the basis of Chapter 28E of the Code of Iowa). This would preserve the integrity of the private sector and allow the parties to control the size and deployment of budget and staff. Funds might be accepted from a variety of sources, including legislative appropriation, assessment of member institutions and grants from private foundations.

However, if such an agreement is not reached before the deadline for introducing legislation at the 1990 session of the General Assembly, we recommend that the organization be set up by statute as a public corporation. A draft of possible legislation will be found on page 107.

This body, to be known as the Iowa Higher Education Council, should be advisory to the legislature, executive, and sector governing boards. Its advisory role to the legislature and executive should be primarily focused on strategic planning. The legislature and the executive should use the strategic plan for evaluating proposals and allocating and appropriating funds.

The Council should be established in 1990 for a five-year period as an intergovernmental agency through a joint agreement among the Board of Regents, the State Board of Education and the Iowa Association of Independent Colleges and Universities.

The Council should be composed of 17 voting and four non-voting members as indicated below:

1. Nine representatives of the sectors of higher education as follows: three from public community colleges to be appointed by the State Board of Education; three from the public universities to be appointed by the Board of Regents; three from the independent colleges and universities to be appointed by the Iowa Association of Independent Colleges and Universities.
2. Four lay citizens to be appointed by the governor.
3. Four lay citizens to be appointed by the Legislative Council.
4. Four non-voting members as follows:

two legislators appointed by the Legislative Council, and one representative of the Department of Management and one of the College Aid Commission appointed by the governor.

The chair and vice-chair of the Council shall be elected by the Council from among its lay citizen members.

Initial appointments of Council members should be for a five-year term. Thereafter terms should be staggered so that at least three new members are appointed annually. The Task Force does not favor the use of alternate representatives to serve on the Council and such alternates would not be accepted as participants.

Members of the Council should have demonstrated a broad interest or experience in higher education, preferably from a policy perspective.

The Council should have a small professional staff to assist it in carrying out its functions.

It should be required to issue biennial reports on its activities to the legislature and the governor.

During the fourth year of the five-year term, the legislature should authorize and fund an external evaluation of the Council. This evaluation should form the basis for the legislature's determination of the efficacy of continuing the Council or taking a different approach to the coordination of higher education in Iowa.

By making these recommendations, we are recognizing the advantages of the pluralistic, diversified and competitive approach to higher education that has served Iowa well in the past. We are concerned, however, that future needs require increased planning and cooperation among the sectors of higher education and we believe that the Council can meet this need.

Future needs require increased planning and cooperation among the sectors of higher education and we believe that the Council can meet this need.

By recommending this approach, the Task Force has rejected — at least temporarily — the idea of creating a regulatory coordinating body for higher education. Should the Council approach fail, we recommend creation of such a body.

3. The Task Force recommends against the Iowa Higher Education Council becoming involved with program review or program approval (except in its role of resolving intersectoral conflicts),

budget review, approval or recommendations, or the day-to-day operations of programs (for example, the administration of student financial aid programs).

Our recommendation 2 (a), above, does not imply that the Higher Education council will make budgets for institutions or sectors. The executive branch recommends, and the legislature enacts, budgets and appropriations for the universities and the community colleges and financial aid for students in all sectors. The Higher Education Council could provide input, supplementing that which is currently being provided from other sources, to help the executive and the legislature make their decisions.

4. The higher education data collection responsibility should be placed in the Department of Management.

There is a need for a centralized data collection agency to support the Council's planning activities. Currently the College Aid Commission is assigned this function. Our sense is that this function is peripheral to its primary purpose and would be better placed in the Department of Management. This will allow the Commission to focus its full attention on the administration of state student-aid programs, and place data-collection in an agency that specializes in such functions.

5. The Higher Education Council should, as a first order of business, convene an Articulation Committee to study and make recommendations for smoothing the transition of students from one educational level to another and from one institutional type to another.

The Articulation Committee should be composed of representatives of all levels of education, including elementary-secondary education.

Articulation seeks to achieve a set of inter-institutional relationships whereby students may move from one sector to another with a minimum amount of confusion and bureaucratic complexity. Problems still exist. Unilateral changes in courses, programs and entry or exit requirements are commonplace among higher-education institutions.

This issue has taken on new urgency since the development of community colleges, the great increase in the college-participation rate of high-school graduates and the emergence of the older student. There are now sideroads through higher education in addition to college-prep courses in four years of high school leading to four years at a residential postsecondary institution. The travelers are often older, more focused, and unwilling to jump through the hoops set up for younger, full-time, residential degree candidates.

6. The Task Force suggests that the legislature consider creating a Joint Committee or Sub-committee on Higher Education for the purpose of receiving and discussing the strategic plan and considering other higher-education policy issues.

The Task Force notes that the legislature does not have a committee, other than the appropriations committees, that specifically focuses on higher education. We believe that the importance of higher education to the future of the state warrants creation of such a committee.

7. An initial and subsequent periodic institutional evaluation of each community college should be made by the Department of Education to: ensure the presence of a common minimal range of educational offerings in each community college, and continually review the number of administrative units and recommend changes to reflect demographic changes and service needs, including, if appropriate, the realignment of borders based on providing complete and consistent service for the area served.

We have recommended the continued placement of the merged area schools within the Department of Education, but we assume and expect that the Department will take a more active role in ensuring that basic services are available to all residents of the state and that these are strong, effective and responsive colleges. If the Department cannot meet these expectations, then we believe the subject of a separate community-college system should be reopened.

8. The development and maintenance of close working relationships among the faculty and teachers of secondary and postsecondary institutions in Iowa should be encouraged.

This is a logical part of our following recommendation on a restructured K-12 system. Iowa does not have a single teaching profession; rather, it has two classes: "teachers" in the public schools, and "faculty" in the colleges and universities. We believe the two should be brought more closely together through improved preparatory and continuing-education programs, the extension of postsecondary teacher perquisites (such as office space, secretarial assistance, telephones and professional leaves) to teachers in the elementary and secondary systems, and new collaborative relationships in the form of symposia, regular interactions, cooperative

A statewide library network accessible to all students regardless of the school they attend is possible.

curricular-development efforts, and others, among faculty in both sectors.

9. The Task Force recommends the inter-institutional coordination of media/library resources.

Adequate financial resources need to be provided to maintain and enhance media/library services. Consideration also needs to be given to improved inter-institutional library and media sharing arrangements. A statewide library network that could be accessed by all Iowa students, regardless of the institution of attendance, is possible. Similarly, it is entirely possible to include the resources of the state, regional, and local libraries in one computerized system. We encourage the Board of Regents to take the lead in accomplishing this ideal.

10. There should be continuous review of program offerings on the bases of enrollment, demand, quality and cost. Effective review procedures for all new higher-education programs should be ensured.

We are prepared to accept the commitment of the Board of Regents and the Department of Education for their respective institutions in the program-review process. We believe that all existing programs should be periodically reviewed to ensure their continued relevance, quality and effectiveness, and we certainly endorse the notion that all new program proposals should be carefully reviewed before being authorized and funded. We gave thought to charging a coordinating board with this responsibility, but we are prepared to leave it with the respective sector authorities. We do suggest, however, that all new program proposals conform with the strategic plan.

11. The Task Force recommends modifying the public educational system in the following respects:

- **a. Change the prominent measure of student progress and accomplishment from academic credits, Carnegie Units, to student competencies;**
- **b. Configure the public K-12 educational system to ensure the achievement of core competencies by all students by the tenth grade;**
- **c. Provide optional opportunities for all parents seeking pre-school for their children.**
- **d. Cease practices that track students into general, college-prep and vocational channels prior to the accomplishment and demonstration of core competencies;**
- **e. Provide integrated high school/college program options in the academic and occupational fields for students continuing their education beyond the tenth grade;**
- **f. Supplement conventional student transcripts with competency portfolios;**

g. Consider joint programs, dual enrollments/joint registration between colleges and universities and appropriate community colleges leading to the Bachelor of Technology or Bachelor of Applied Technology degree for students pursuing occupational studies.

This recommendation involves a fundamental restructuring of the public educational system in Iowa. It recognizes the growing importance of preschool options for all parents and their children. It also recognizes that most high-school drop-outs occur upon completion of the compulsory attendance years but before graduation. The reconfigured system it describes is directed to all of these.

The objective is a system that accords more fully with what are likely to be the realities and needs of Iowa society in the year 2010. The major educational purpose of the K-12 system becomes mastery of core competencies by all students.

These competencies are those recommended five years ago in the FINE Report — among them, facility in a second language, the ability to communicate effectively, an understanding of American and other history and governments, an understanding of basic mathematics and science concepts. They also represent recommendations of other eminent boards and committees. Fully coordinated curricula and cooperation between the postsecondary and secondary institutions during the post age-16 years in academic and vocational fields also would contribute to the more fully integrated educational system we seek.

What this business about competencies instead of Carnegie units means can be illustrated by the case of a young man with whom a member of the Task Force had a conversation during the summer. This man was working as a car jockey at a Des Moines dealership. He was a graduate of a small high school in west-central Iowa, and had enrolled at Iowa State University.

Credits transferred must be of sufficient quality that the student can succeed after changing institutions.

He had acquired all of the Carnegie units he needed — that is, enough hours in enough subjects and with good enough grades to be admitted to a state university. But when he had been at ISU a short time, he realized that he was in above his head, so he dropped out. He had not acquired the basic competencies that this report envisages will, in time, be defined and required. But he wants to continue his education in order to get out of his dead-end job.

So the Task Force member advised him to enroll at Des Moines Area Community College, where there already are the means to bridge the gap between his unpreparedness and the preparedness he will require to get ahead in life.

This example also illustrates one of the difficulties to be overcome before articulation can become widespread and effective: The credits being transferred need to be of sufficient quality that the student can succeed after he or she has been accepted at the receiving institution.

Priorities

This report offers an ambitious agenda that probably could not be accomplished in much less than the 20-year time span we are directed by statute to consider. Just as the educational institutions and the government will need to decide which of our recommendations to implement, they also will have to decide which to do first. However, we can suggest several that we believe deserve priority.

First is the Higher Education Council, which we have proposed be organized in 1990. Its members can set in motion a number of the other recommendations or begin the necessary studies leading up to them.

Several of our priorities are within the legislative domain: (1) Providing funds to phase in the reduction of community-college tuition to about the national average. (2) Increasing the level of student aid, by creating a uniform statewide system, and the various other ways we have recommended. (3) Funding the increase in community-college faculty salaries to the national average.

Other priority recommendations are the joint responsibility of the legislature and the institutions: (1) Encouraging students — and providing incentives to them — to pursue graduate studies leading to careers in business and industry as well as research and teaching in colleges and universities. (2) Establishing several graduate centers to make postgraduate studies accessible to the place-bound.

Still other priority items are up to the institutions and the sectors: (1) Implementing Recommendation 1 under "Responsiveness," dealing with economic development. (2) Launching the studies called for in several recommendations to develop measures of quality, outcomes and competencies.

Responsibilities

It is our hope that this report and its recommendations will refocus attention on the appropriate division of responsibilities between public higher education and state government.

The governing boards of our institutions of public higher education and the institutions they govern are bound by the laws of the state and are politically responsible to the General Assembly and the Governor. The general policies and objectives to be implemented by these boards and institutions are specified by the General Assembly in the laws it enacts.

However, the General Assembly has neither the expertise nor the time to elaborate in detail all of the many specific policies and objectives to be implemented by these boards and institutions, or the precise manner in which these policies and objectives should be implemented.

Consequently, the Legislature delegates authority to elaborate these policies and objectives to these boards and institutions within the general statutory guidelines it provides. This approach to the governance of our public institutions of higher education is also consistent with the need to preserve as fully as possible the special conditions of academic freedom that are so essential to the success of their educational enterprise.

Some people have suggested that a change in the governance system for our public institutions of higher education might be desirable. However, such a change does not seem warranted. In general, the present governance of these institutions has been adequate to ensure a system of public higher education that is widely accessible, efficient and of high quality.

The recent evaluations of our higher-educational institutions by the General Assembly and the Governor, along with those institutions' own self-analyses, have also produced a number of desirable changes that are consistent with the needs of the state.

But these recent evaluations do not change the conclusion that the current scheme for governance of public higher education in Iowa is generally sufficient to ensure the political accountability of these institutions and is an effective and efficient means for achieving the objectives posited for the system by the people of this state.

The pendulum may swing between greater and lesser government control of education. One of America's most distinguished educators, Clark Kerr, encourages a swing toward decentralization.

Others warn that autonomy without standards leads to chaos. We agree with both viewpoints, but we are particularly concerned that state efforts to prevent chaos do not go so far as to result in government micromanagement of Iowa's colleges and universities.

We thank the countless Iowans whose interest and participation, in public hearings and otherwise, made this report and these recommendations possible. We believe that all sectors of education would benefit, as we did, from wide participation by citizens, parents, students and faculty, as well as by education's governing boards and administrators.

We trust that governments and institutions won't succumb to the temptation of putting into place the "easy" recommendations in this report, while putting aside those that appear costlier or more unsettling. We believe that our whole package of recommendations can result in a significant payoff for Iowa in the form of a citizenry educated to meet the changing challenges of the 21st century.

ENDNOTES

Foreword

[1] Task Force members were: Edgar Bittle and Roxanne Conlin, Des Moines, co-chairpersons; Susan Clouser, Coon Rapids; Judith McCoy, Dubuque; Arthur Neu, Carroll; Harry Slife, Cedar Falls; Tim Sylvester, Ames; Senator Dale Tieden, Elkader; Senator Richard Varn, Solon; Representative Johnie Hammond, Ames; Representative J. Brent Siegrist, Council Bluffs.

[2] See Appendix A for a list of Task Force subcommittee members.

[3] See Appendix A for a list of Task Force meetings, topics, and experts.

Chapter 1.

[1] The eight states used for comparison are Arkansas, Colorado, Connecticut, Kansas, Mississippi, Oklahoma, Oregon, and South Carolina.

[2] Based on high school follow-up data from the *Iowa Guidance Surveys*.

[3] Enrollment statistics are based on data contained in a memorandum from the Board Office to the Board of Regents, dated November 9, 1988, for the Fall 1988 term.

[4] Based on the results of a 1986 residence and migration survey undertaken by the U.S. Department of Education.

[5] Information about enrollment is based on data obtained from the annual *Data Digest on Postsecondary Institutions*, published by the Iowa College Aid Commission, and the *Profile of Postsecondary Education in the State of Iowa* prepared by Peat Marwick Main & Co. in February 1989.

[6] Income and raw tuition information is from idem. The comparison of Iowa to other states is based on information published in is *State Profiles: Financing Public Higher Education, 1978 to 1988* by Research Associates of Washington.

[7] Debt information is from the *Profile of Postsecondary Education in the State of Iowa*, prepared by Peat Marwick Main & Co. in February 1989.

[8] Obtained from a draft of the *Information Digest of Postsecondary Education in Iowa, 1987-88*, prepared for the Iowa Postsecondary Education Study in January 1989.

[9] Figures were provided to the Task Force by the Board of Regents in a June 2, 1989 memo.

[10] State appropriations figures are based on data published in *State Profiles: Financing Public Higher Education, 1978 to 1988* by Research Associates of Washington.

[11] State funding and tuition figures are from *State Profiles*.

[12] Information about the level of state support for public institutions is from the *Profile of Postsecondary Education in the State of Iowa*, prepared by Peat Marwick Main & Co. in February 1989.

[13] Student aid data are from the *Data Digest on Iowa Postsecondary Education* published by the Iowa College Aid Commission.

[14] Employment and economic data are based on figures contained in *The Iowa Economy, Dimensions of Change*, prepared by the Federal

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Reserve Bank of Chicago in conjunction with the Iowa Business Council, and the *Iowa State Profile*, prepared by Woods and Poole Economics, Inc. of Washington, DC.

[15] Some of these conclusions are based on those presented in *Iowa's Future: A Quality Economy for Tomorrow*, prepared by SRI International for the Iowa Future Project in May 1989.

[16] Information about state and federal funds is based on information presented in *Significant Features of Fiscal Federalism*, published by the Advisory Commission on Intergovernmental Relations of Washington DC, and *The Iowa Economy, Dimensions of Change*, prepared by the Federal Reserve Bank of Chicago and the Iowa Business Council.

Chapter 2.

[1] Peat Marwick Main, *Draft Report to the Board of Regents on the Length of Time to Complete an Undergraduate Degree*: (June, 1989.)

Chapter 3.

[1] Based on 1988-89 average tuition and fees for public two-year colleges, as reported in the *Chronicle of Higher Education*, August 16, 1989, and total 1988-89 tuition receipts of Iowa community colleges.

[2] *Chronicle of Higher Education*, October 11, 1989, Page A52.

Chapter 4.

[1] Based on U.S. Department of Education data for FY 1988.

APPENDIX A

HIGHER EDUCATION TASK FORCE

Roxanne Conlin, Co-chairperson
Des Moines, Iowa

Ed Bittle, Co-chairperson
Des Moines, Iowa

Senator Richard Varn
Solon, Iowa

Senator Dale Tieden
Elkader, Iowa

Representative Johnie Hammond
Ames, Iowa

Representative J. Brent Siegrist
Council Bluffs, Iowa

Susan Clouser
Coon Rapids, Iowa

Judith McCoy
Dubuque, Iowa

Arthur Neu
Carroll, Iowa

Harry Slife
Cedar Falls, Iowa

Tim Sylvester
Ames, Iowa

SUBCOMMITTEES

ACCESS & AFFORDABILITY

Tim Sylvester, Chairperson
Ames, Iowa

Robert Cahoy
Davenport, Iowa

Gregory Cusak
Des Moines, Iowa

Barbara Gentry
Des Moines, Iowa

Ruth Holtan
Forest City, Iowa

Philip Hubbard
Iowa City, Iowa

Louise McCormick
Mt. Pleasant, Iowa

Ila Plasencia
West Des Moines, Iowa

Rita Sealock
Council Bluffs, Iowa

FINANCE

Harry Slife, Chairperson
Cedar Falls, Iowa

John Axel
Muscatine, Iowa

Raymond Bailey
Milford, Iowa

Lana Dettbarn
Davenport, Iowa

Nancy Evans
Cedar Rapids, Iowa

Melinda Hess
Iowa City, Iowa

Arthur Hessburg
Waverly, Iowa

Lowell Norland
Dike, Iowa

Phyllis Pearson
Des Moines, Iowa

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Dubuque, Iowa

Samuel Becker
Iowa City, Iowa

Michael Delaney
Des Moines, Iowa

Daniel Dykstra
Sioux City, Iowa

Mary Jean Montgomery
Spencer, Iowa

Wayne Newton
Blairstown, Iowa

Steve Sovern
Cedar Rapids, Iowa

William Sueppel
Iowa City, Iowa

Pat Van Bremer
Sioux City, Iowa

QUALITY & CAPACITY

Susan Clouser, Chairperson
Coon Rapids, Iowa

92

Richard Christie
Council Bluffs, Iowa

Jan Friedel
Davenport, Iowa

Thomas Jolas
Mason City, Iowa

Michael Kennedy
New Hampton, Iowa

Kathy Kreykes
Marshalltown, Iowa

Sara Lande
Muscatine, Iowa

Robert Norris
Shenandoah, Iowa

Marvin O'Hare
Dubuque, Iowa

Margaret Wick
Sioux City, Iowa

VOCATIONAL EDUCATION

Arthur Neu, Chairperson
Carroll, Iowa

Phil Burmeister
Mt. Ayr, Iowa

Don Buryanak
LeMars, Iowa

Barbara Crittenden
Creston, Iowa

Frances Disselhorst
Burlington, Iowa

B.J. Furgerson
Waterloo, Iowa

Jack Neuzil
Solon, Iowa

Mark Schantz
Des Moines, Iowa

Mark Smith
Des Moines, Iowa

Marilyn Stamp
Clinton, Iowa

Jean Sweat
Cedar Rapids, Iowa

Gary Thomas
Des Moines, Iowa

Richard Van Iten
Ames, Iowa

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Task Force Meetings

Sept. 4

Aims McGuinness, Director
Postsecondary Education
Education Commission of the States

Cynthia Linhart
Peat, Marwick, Main & Co.

Stuart Vos
College Aid Commission

Phyllis Herriage
Dept. of Education

Nov. 2

Gordon Van De Water
Augenblick, Van de Water & Assoc.

Nov. 30

Don Avenson, Speaker
House of Representatives

Doug Gross, Exec. Asst.
Office of the Governor

James Carney
Peat, Marwick, Main & Co.
Iowa Postsecondary Education Study

Willis Goudy
Coordinator of Census Services
Iowa State University

David Bechtel
Dept. of Education

Dan Davis
Legislative Fiscal Bureau

Gordon Van de Water, Consultant
Task Force

William Chance, Consultant
Task Force

Jan. 26-27

Reports from Subcommittees

Feb. 24

Richard Hezel, Consultant
Telecommunications

Linda Schatz, Director
Narrow Cast Telecommunications
Iowa Public Television

Richard Gross, Dean
Telecommunications
Kirkwood Community College

March 15

Ellen Chaffee
(Prepared remarks delivered by
Augenblick, Van de Water & Assoc.)
North Dakota State Bd. of Higher
Education

April 19

D.C. Spriestersbach, Vice President
Educational Dev. and Res.
University of Iowa

Russell Youmans
Western Rural Development Center
Oregon State University

May 24

Aims McGuinness, Director
Postsecondary Education
Education Commission of the States

June 7-8

Reports of Subcommittees

Aug. 16, 17, 18

Approval of draft report.

Nov. 14

Approval of final report.

Subcommittee Meetings of the Task Force

VOCATIONAL EDUCATION AND ARTICULATION

Nov. 3 Capitol

PRESENTERS

William Chance
Consultant, Task Force

Roger Foelske
Bureau of Career Educ.
Dept. of Education

Phyllis Herriage
Bureau of Career Educ.
Dept. of Education

Virginia Loftus
Adjunct Professor
Iowa State Univ.

Harlan Giese
Exec. Director
Ia. Voc. Educ. Advisory Council

Nov. 16 Capitol

Jan Huss
Bureau of Career Educ.
Dept. of Education

Dwight Carlson
Bureau of Admin. & Accred.
Dept. of Education

Roger Foelske
Bureau of Career Educ.
Dept. of Education

Phil Burmeister
Superintendent
Mount Ayr Comm. School Dist.

David Neas
Area Planning Coor.
Mount Ayr

Dec. 1 Capitol

David Clinefelter
Superintendent
Lamoni Comm. Schools

Jack Neuzil
Kirkwood Comm. College

Mary McGee
Director, Ia. State
Occupational Information
Coordinating Committee

Ron Rath
Director, Area Planning Council
Cedar Rapids

Howard Hammond
Bureau of Teacher Education
and Certification

Farnsley Peters
President, Ia. Assoc. of
Business & Industry

Bob Jafforian
New York State
Dept. of Education

William Chance
Consultant
Task Force

Dec. 14 Capitol

James Jess
Superintendent
Alden Comm. Schools

William Keck
President
Keck Parking Systems

Sandy Pennington
Director, Nursing
Madrid Lutheran Home

Dec. 19 Capitol

Mary Sherer
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Partners in Voc. & Tech. Educ.

Don Darrow
Price Laboratory School
Univ. of Northern Ia.

Gerald Manning
Dept. of Marketing & Sm. Bus.
Des Moines Area Comm. Coll.

Jan. 11 Wallace Bldg.

Jan. 25 Wallace Bldg.

Feb. 28 Grimes Bldg.

William Chance
Consultant
Task Force

Duane Anderson
Chair, Regents Committee
on Educational Relations

Sharon Van Tuyl
Asst. V.P., Educational Svs.
Des Moines Area Comm. Coll.

John Martin
Bureau of Curr. & Instruction
Dept. of Education

March 13 Capitol

Steven Ovel
Director
Economic Dev. Group
Kirkwood Comm. Coll.

Tom Flanders
Director, Corporate Training
Pella-Rolscreen Co.

Doug Getter
Bureau of Domestic Marketing
Dept. of Economic Development

April 18 Wallace Bldg.

May 23 Wallace Bldg.

QUALITY AND CAPACITY

Dec. 1 Capitol

PRESENTERS

Joseph Borgen
President
Des Moines Area Comm. Coll.

Milton Glick
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Steven Jennings
President
Simpson College

Jan. 9 Wallace Bldg.

**April 11
100 Court Ave.**

**April 20 Des Moines
Area Comm. Col.**

Robert Barak
Director, Academic Affairs
Board of Regents

Charles Moench
Bureau of Area Schools
Dept. of Education

**May 25
Wallace Bldg. (a.m.)
Olmsted Center
Drake Univ. (p.m.)**

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Dec. 1 Capitol

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John Hartung
President
Ia. Assn. of Indep. Coll. & Univ.

Charles Moench
Bureau of Area Schools
Dept. of Education

Jan. 19 Wallace Bldg.

William Lepley
Director
Dept. of Education

**April 4
100 Court Ave.**

**May 2
100 Court Ave.**

June 6 Capitol

Representatives of the Ia.
Coordinating Council for Post High
School Education

FINANCE

Dec. 1 Capitol

PRESENTERS
Virginia Loftus
Adjunct Professor
Ia. State University

Dan Davis
Legislative Fiscal Bureau

Glen Dickinson
Legislative Fiscal Bureau

Jan. 12 Wallace Bldg.

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**May 12
100 Court Ave.**

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Executive Director
Ia. Assn. of Comm. Coll. Trustees

**June 6 Memorial Union
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ACCESS AND AFFORDABILITY

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University of Ia.

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Legislative Fiscal Bureau

Glen Dickinson
Legislative Fiscal Bureau

Earl Dowling
Director, Financial Aid
Ia. State University

Jan. 13 Capitol

March 23 Wallace Bldg.

April 18 Wallace Bldg.

May 25 Wallace Bldg.

Speakers at 1988 Public Hearings

Des Moines
House Chambers, Capitol

October 12, 1988

Elaine Szymoniak
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Ia. State Univ.

Gary Nichols
Exec. Director
Iowa College Aid Comm'n.

William Lepley
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Dept. of Education

Phil Tyler
Member
Creston Development Corp.

Peter Prugh
Writer
Des Moines

Joel Wormley
Alumnus
Ia. State Univ.

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Higher Education Ctr.
Des Moines

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Charles Terlouw
Businessman
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Student
American Inst. of Bus.

Tammy Schumacher
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October 13, 1988

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Clarinda

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President, Walker Printing
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Woodbine

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Industrial Dev. Commission

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Buena Vista Coll.

Sioux City North High School

October 18, 1988

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Donna Masuen
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Harlan Giese
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State Senator

Waterloo Holiday Inn Civic Center

October 19, 1988

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Hosp., Mason City

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Ia. Dept. of Econ. Development

John Prihoda
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Marlene Strathe
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Univ. of Northern Ia.

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Chair, Dept. of Voc. Educ.
Oelwein Comm. School Dist.

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Coor., Area Planning Co.
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Luther Coll.

Dan Peterson
Student
Luther Coll.

Rick Miller
Student
Wartburg Coll.

Joan Bily
Student
Wartburg Coll.

Tom Watt
V.P., Ia. Pub. Serv. Co. &
Midwest Energy Co., Waterloo

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Hawkeye Technical Institute

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Hawkeye Technical Institute

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Waterloo

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Ia. Voc. Agric. Teachers Assn.

Debora Blume
United Students of Ia.
Univ. of Northern Ia.

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Business & Marketing Educator
Oelwein Public Schools

Marvin Haugebak
Legislative Liaison
Ia. State Univ. Alumni Assn.

Donald Darrow
Associate Professor, Education
Univ. of Northern Ia.

Clinton Washington Junior High

October 20, 1988

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President
Board of Regents

Hunter Rawlings
President
Univ. of Ia.

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Training Admin.
Alcoa Davenport Works

Deborah Gray
Student, Kirkwood Comm. Coll.
Mount Mercy Coll.

Martha Kerslake
Student
Kirkwood Comm. Coll.

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St. Ambrose Univ.

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Businessman
Davenport

Elizabeth Anne Schneider
Trustee
College

Merlyn Kuhl
Retired Businessman

Larry Witt
Student
Mount St. Clare Coll.

April Mensinger
Student
Mount St. Clare Coll.

Dean Strand
Retired Union Member
Davenport

Elizabeth Snyder
Mayor
Clinton

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President, UAW Local 94
John Deere, Dubuque

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Comm'n. on Nursing Educ.

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Ron McAuliffe
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Northeast Ia. Technical Inst.

Bill Core
President
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Dick Aycrigg
Retired Businessman
Clinton

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Jane Uelner
Uelner Tools & Dies
Dubuque

Charles Kalsrud
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Kathy Utroska
Student
Kirkwood Comm. Coll.

Walter Mays
Amer. Inst. of Commerce

Mike Bisenius
Proprietary Schools

Steven Tubbs
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John Bonte
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Clinton Comm. Coll.

Burt Purga
Vice Chancellor, Acad. Aff.
Eastern Ia. Comm. Coll.

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Eastern Ia. Comm. Coll.

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Chair, Board of Trustees
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Norman Nielsen
President
Kirkwood Comm. Coll.

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Cedar Rapids Comm. School Dist.

Mike Blouin
Exec. Director, Plan. & Res. Dev.
Kirkwood Comm. Coll.

Ken Gibson
Student
Nursing Home Administrator

Mount Pleasant Iowa Wesleyan College

October 25, 1988

Ray Stewart
Corporate Director of Marketing
Hy-Vee, Chariton

Mary Stewart
Chair, Special Programs
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Instructor
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Enfys McMurry

Michael O'Connor
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Iowa Trust & Savings, Centerville

Howard Greiner
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Lyle Hellyer
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Indian Hills Comm. Coll.

Constantine Curris
President
Univ. of Northern Ia.

Michael Orr
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Deere & Co., Moline, Ill.

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Managing Partner, John Amico
School of Hair Design, Burlington

John Flick
Plant Superintendent
Pittsburgh Paint & Glass, Burlington

Richard Jacobs
Amer. Assn. of Univ. Professors
Univ. of Ia.

David Walker
Businessman
Burlington

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President, Faculty Union
Southeastern Comm. Coll.

Cozell Wagner
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Southeastern Comm. Coll.

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Tina Robertson
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Southeastern Comm. Coll.

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Motorola, Mount Pleasant

Drew Allbritten
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Univ. of Ia.

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Laurie Ann Zotz
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Ia. Wesleyan Coll.

Michael McNamar
Student
William Penn Coll.

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Dept. of Psychology
Univ. of Ia.

David Forkenbrock
Professor, Urban & Reg. Planning
Univ. of Ia.

Samuel Becker
Professor, Comm. Studies
Univ. of Ia.

Pat Piper
President, Staff Council
Univ. of Ia.

Benita Dilley
Vice Pres., Coll. Assn. Council
Univ. of Ia.

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Linda Widmer
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Ia. Wesleyan Coll.

Kay Jensen
Vocational Home Economics
Patterns for Progress

Kevin McHugh
Director, Operations, Motorola
Trustee, Ia. Wesleyan Coll.

Jane Andrews-Pitz
North Campus Director
Southeastern Comm. Coll.

Jeri Dean
Health Occupations Supv.
Southeastern Comm. Coll.

Lisa Niehaus
Account Research Spec.
Southeastern Comm. Coll.

Charles Schulz
Director, Ia. State Pen. Program
Southeastern Comm. Coll.

Robert Prins
President
Ia. Wesleyan Coll.

Keith Mattke
Partners in Voc. Education
Davenport

Doris Poindexter
Home Economics Educator

Vernon Krueger
Instructor, Agri. Science
Mount Pleasant

Peter Shane
President, Faculty Senate
Univ. of Ia.

James Lindberg
Assoc. Dean, Academic Programs
College of Liberal Arts, U of Ia.

Leodis Davis
Assoc. Vice Pres. Academic Aff.
Univ. of Ia.

Donald Marshall
Professor, English
Univ. of Ia.

Eric Sanders
Student
Univ. of Ia.

Kristi Holcomb
Student
Univ. of Ia.

Gordon Fischer
Pres. Coll. Assn. Council
Univ. of Ia.

Dan Holub
Student
Ia. State Univ.

Speakers at 1989 Public Hearings

Des Moines
Drake University
October 3, 1989

Marvin Pomerantz
President
State Board of Regents

John Blong
President
Iowa Association of Community
College Presidents

Joseph Borgen
President
Des Moines Area Community College

Michael Ferrari
President
Drake University

William Kautzky
Council for Education of the Deaf

Mildred Taylor
Parent
Iowa School for the Deaf

Dennis Thurman
Superintendent
Iowa Braille and Sight Saving School

William Johnson
Superintendent
Iowa School for the Deaf

Donald Kissel, Sr.
Graduate
Iowa School for the Deaf

Jim Sutton
Director of Policy Development
Iowa State Education Association

Ames
Iowa State University
Oct. 5

David Holger
President
ISU Faculty Senate

Ruth Hughes
Iowa Partners in Vocational Education

Donald Biggs
Retired Professor
Iowa State University

John Prihoda
President
Iowa Valley Community College

William Kunerth
Retired Professor
Iowa State University

Marian Logan
Proprietor
Professional Cosmetology Institute

Mark Bruns
President
ISU, Graduate Student Senate

Janice Dawson-Threat
Graduate Student
Iowa State University

Michael Moon
Parent
Iowa Braille and Sight Saving School

Bjorn Stevens
Graduate Student
Iowa State University

Cricket Sutkus
Student
Iowa State University

Patrick Sell
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Proposed Higher Education Council statute

This is a suggested draft of legislation under which the proposed Higher Education Council could be established by the 1990 session of the General Assembly, should the three sectors of higher education fail to organize such a council by intergovernmental agreement under Chapter 28E.

A BILL FOR

An Act creating the Iowa higher education council and higher education council fund and providing for expenditures from the fund.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF IOWA:

Section 1. NEW SECTION. 257B.1 IOWA HIGHER EDUCATION COUNCIL CREATED.

1. The Iowa higher education council is created as a corporate body. The council is an independent nonprofit quasi-public instrumentality and the exercise of the powers granted to the council as a corporation in this chapter is an essential governmental function. The council as a nonprofit corporation has perpetual succession. The succession shall continue until the existence of the corporation is terminated by law. If the corporation is terminated, the rights and properties of the corporation shall pass to the state. However, debts and other financial obligations shall not succeed to the state.

2. The purposes of the council include but are not limited to the following:
   a. Promoting and advancing the development of working relations among public and private postsecondary educational institutions in this state and between the institutions and agencies of state government.
   b. Developing a strategic plan to meet emerging statewide postsecondary education needs and coordinating the plan's implementation.
   c. Promoting programs which encourage participation in postsecondary education.

Section 2. NEW SECTION. 257B.2 COUNCIL MEMBERSHIP.

The council shall consist of the following seventeen voting and four nonvoting members:

1. Nine representatives of the following sectors of higher education: three representatives from public community colleges, to be appointed by the state board of education; three representatives from the universities under the control of the state board of regents, to be appointed by the state board of regents; three representatives from the independent colleges and universities, to be appointed by the Iowa association of independent colleges and universities.

2. Four citizens, to be appointed by the governor.

3. Four citizens, to be appointed by the legislative council.

4. Four nonvoting members, to be appointed as follows: two members of the general assembly, to be appointed by the legislative council; one representative of the department of management, to be appointed by the governor; and one representative of the college aid commission, to be appointed by the governor.

5. If an appointing body fails to make an appointment, those members of the council who have been appointed by the other appointing bodies shall fill the vacancy by selecting any person meeting the requirements of this chapter upon an affirmative vote of a majority of the members of the council.

Section 3. NEW SECTION. 257B.3 COUNCIL ORGANIZATION.

All appointments to the council shall be based on potential members' demonstration of a broad interest or experience in higher education, preferably from a policy perspective.

1. Initial appointments of council members shall be for a five-year term. After the initial appointments, the appointing authorities shall stagger terms as necessary, so that at least three new members are

appointed annually. Alternate representatives of council members shall not be permitted to participate in official council actions.

2. The council shall elect a chairperson and vice-chairperson from among those members appointed by the governor or the legislative council.

3. Meetings of the council shall be held at least quarterly at the call of the chairperson or at the request of a majority of the members of the council.

Section 4. NEW SECTION. 257B.4 DUTIES OF THE COUNCIL.

The council, within the limits of the funds available to it, shall do all of the following:

1. Develop a strategic plan to maximize the resources of the elementary, secondary, and postsecondary educational system and submit the plan in a report to the general assembly, the governor, and executive branch agencies.

2. Prepare policy analyses and studies of issues affecting the development and implementation of the strategic plan. Research activities of the council shall not duplicate educational research efforts taking place in Iowa's colleges and universities except for validation or confirmation of research results.

3. Provide procedures for the resolution of interinstitutional and intersectoral conflicts.

4. Ensure the purposeful movement of students through the educational system.

5. Monitor the programs and services of out-of-state institutions operating in Iowa and make recommendations as necessary to the appropriate state agencies.

6. Gather and disseminate information about Iowa's colleges and universities for use by prospective students and their families.

7. Convene issue-oriented special study groups to make recommendations on intersectoral issues such as, but not limited to, articulation and financial aid.

However, the council shall not be involved with the day-to-day operations of programs or with program or budget review or approval, except when resolving intersectoral conflicts.

8. Issue biennial reports on its activities to the general assembly and the governor.

Section 5. NEW SECTION. 257B.5 ORGANIZATION—BYLAWS.

1. The council is an autonomous state agency which is attached to the college aid commission for organizational purposes only.

2. The council shall determine its own organization, draw up its own bylaws, adopt rules under chapter 17A, and perform other functions which may be necessary for and incidental to the administration of this chapter, including the housing, employment, and fixing the compensation and bond of persons required to carry out council functions and responsibilities. A decision of the council is final agency action under chapter 17A.

3. The council shall be located in the college aid commission offices.

4. The administrative functions of the council shall be performed by the college aid commission.

Section 6. NEW SECTION. 257B.6 FUNDS—COMPENSATION AND EXPENSES OF COUNCIL.

The director of revenue and finance shall account for all funds received and expended by the council. The members of the council, except those members who are legislators or state employees, shall be paid a forty-dollar per diem and shall be reimbursed for actual and necessary expenses. All per diem and expense moneys paid to nonlegislator members shall be paid from funds appropriated to the council. Legislator members of the council shall receive compensation and expenses pursuant to sections 2.10 and 2.12.

Section 7. NEW SECTION. 257B.7 FUND CREATED AND TRANSFER OF MONEYS.

The Iowa higher education council fund is established in the office of treasurer of state. The fund shall be an endowment for the council and moneys deposited in the fund shall not be expended, but shall be invested by the treasurer of state in investments authorized for the Iowa public employees' retirement fund in section 97B.7.

The council may accept gifts, grants, bequests, other moneys, and in-kind contributions for deposit in the fund as a part of the endowment or for the use of the council.

Gifts, grants, and bequests from public and private sources, federal funds, and other moneys received for the endowment shall be deposited in the fund. Interest earned on the fund shall be transferred by the department of revenue and finance to the credit of the council at the request of the council and shall be used by the council as authorized by this chapter.

The council may transfer moneys credited for the use of the council not encumbered or obligated on June 30 of a fiscal year to the fund and those moneys shall be considered interest earned by the fund and may be transferred back to the credit of the council at the request of the council at any time.

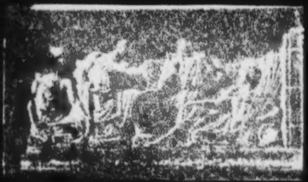
EXPLANATION

This bill establishes a higher education council within the college aid commission to develop and promote planning, cooperation, and coordination of resources for postsecondary education. The bill also establishes a fund, in which funds received from public and private sources can be deposited, to assist the council in carrying out its duties.

A CHALLENGE TO CHANGE

HIGHER
EDUCATION
TASK FORCE
REPORT
TO
THE
GENERAL
ASSEMBLY
DECEMBER, 1989

DATA APPENDIX



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A
CHALLENGE
TO
CHANGE

VOLUME II

A
FINAL
REPORT
OF
THE
HIGHER
EDUCATION
TASK FORCE
OF
THE
IOWA
GENERAL ASSEMBLY
DECEMBER 1989

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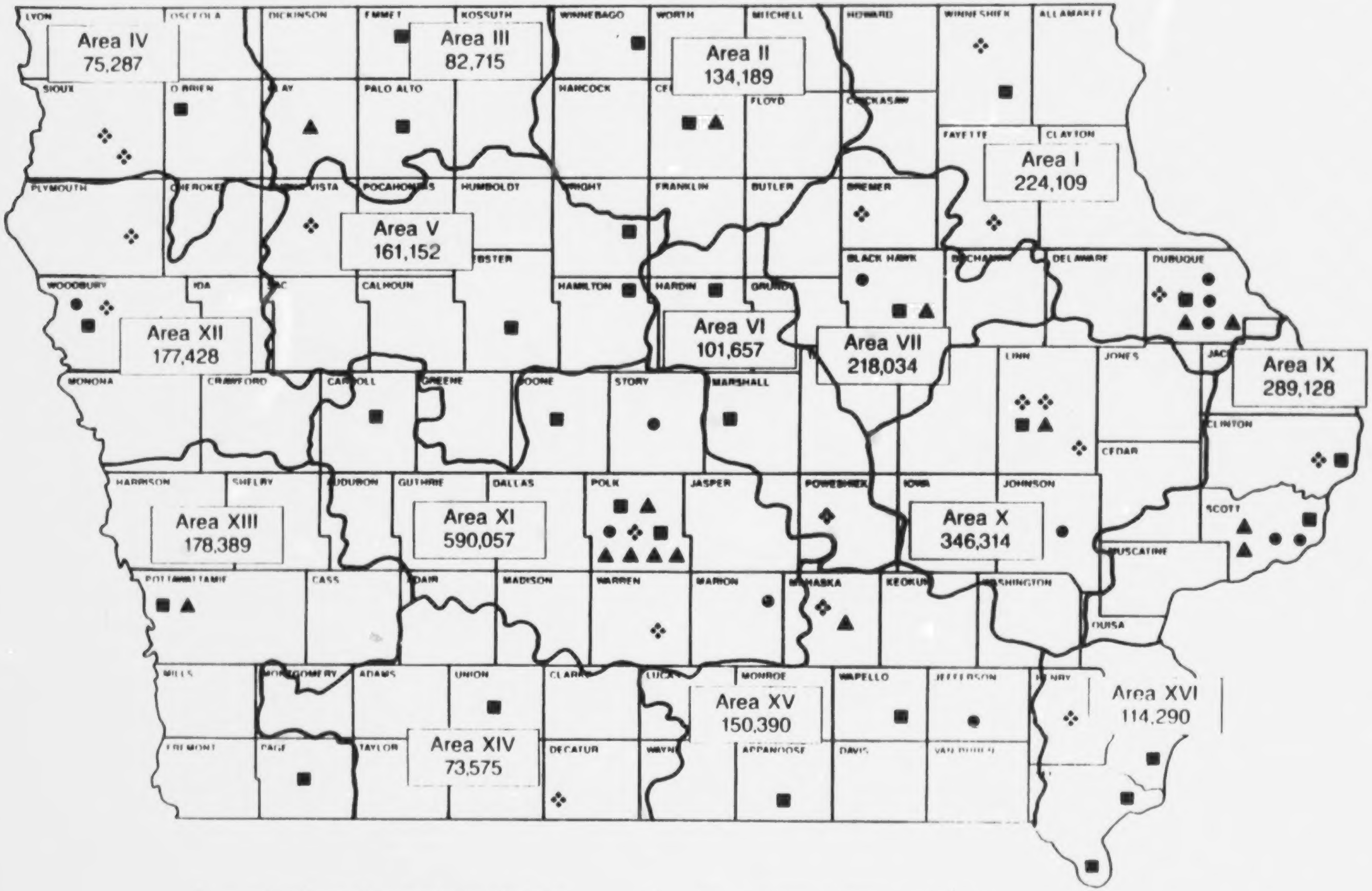
PART I

INSTITUTIONAL CHARACTERISTICS

Map — Colleges and Universities in Iowa
Institutional Characteristics

Iowa's Colleges and Universities


LYON
OSCEOLA
DICKINSON
EMMET
KOSSUTH
WINNEBAGO
WORTH
MITCHELL
HOWARD
WINNESHIEK
ALLAMAKEE
Area IV
75,287
Area III
82,715
Area II
134,189
SIOUX
O'BRIEN
CLAY
PALO ALTO
HANCOCK
FLOYD
CHICKASAW
FAYETTE
CLAYTON
Area I
224,109
PLYMOUTH
CHEROKEE
BUENA VISTA
POCAHONTAS
HUMBOLDT
WRIGHT
FRANKLIN
BUTLER
BREMER
Area V
161,152
WEBSTER
BLACK HAWK
BUCHANAN
DELAWARE
DUBUQUE
WOODBURY
IDA
SAC
CALHOUN
HAMILTON
HARDIN
GRUNDY
Area XII
177,428
Area VI
101,657
Area VII
218,034
LINN
JONES
JACKSON
Area IX
289,128
MONONA
CRAWFORD
CARROLL
GREENE
BOONE
STORY
MARSHALL
CLINTON
CEDAR
HARRISON
SHELBY
AUDUBON
GUTHRIE
DALLAS
POLK
JASPER
POWESHIEK
IOWA
JOHNSON
SCOTT
Area XIII
178,389
Area XI
590,057
Area X
346,314
MUSCATINE
POTTAWATTAMIE
CASS
ADAIR
MADISON
WARREN
MARION
MAHASKA
KEOKUK
WASHINGTON
LOUISA
MILLS
MONTGOMERY
ADAMS
UNION
CLARKE
LUCAS
MONROE
WAPELLO
JEFFERSON
HENRY
Area XVI
114,290
Area XV
150,390
FREMONT
PAGE
TAYLOR
Area XIV
73,575
DECATUR
WAYNE
APPANOOSE
DAVIS
VAN BUREN

● = school granting graduate degrees
✣ = 4-year university or college
■ = 2-year college or institute
▲ = business, medical or theological institution

224,104 = population of merged area

INSTITUTIONAL CHARACTERISTICS

Name	Location	Merged Area	Carnegie Category	Founding Date	Affiliation
Regents Universities					
Iowa State University	Ames	XI	Res-2[1]	1858	state
University of Iowa	Iowa City	X	Res-1	1847	state
University of Northern Iowa	Cedar Falls	VII	Comp-1	1876	state
Independent 4-year					
Briar Cliff College	Sioux City	XII	LA-2	1930	Catholic
Buena Vista College	Storm Lake	V	Comp-2	1891	Presbyterian
Central College	Pella	XI	Comp-2	1853	Reformed Church
Clarke College	Dubuque	I	LA-2	1843	Catholic
Coe College	Cedar Rapids	X	LA-1	1851	independent
Cornell College	Mount Vernon	X	LA-1	1853	independent
Divine Word College	Epworth	I	LA-2	1918	Catholic
Dordt College	Sioux Center	IV	LA-2	1937	Christian Reformed
Drake University	Des Moines	XI	Doc-2	1881	independent
Graceland College	Lamoni	XIV	LA-2	1895	Reorg. L.D.S.
Grand View College	Des Moines	XI	LA-2	1896	Lutheran
Grinnell College	Grinnell	VI	LA-2	1846	independent
Iowa Wesleyan College	Mt. Pleasant	XVI	LA-2	1842	Methodist
Loras College	Dubuque	I	Comp-2	1839	Catholic
Luther College	Decorah	I	Comp-2	1861	Lutheran

---

[1] Abbreviations for Carnegie categories: Res-1 and Res-2, Research universities I and II; Doc-2, Doctorate-granting institutions II; Comp-1 and Comp-2, Comprehensive universities and colleges I and II; LA-1 and LA-2, Liberal arts colleges I and II; Bus, Schools of business and management; Med, Medical schools and centers; Hlth, other separate health professions schools; Relig, Theological seminaries, Bible colleges and others offering degrees in religion; 2-year, two-year colleges and institutes.

Maharishi International Univ.	Fairfield	XV	LA-2	1958	independent
Marycrest College	Davenport	IX	Comp-2	1939	Catholic
Morningside College	Sioux City	XII	LA-2	1893	Methodist
Mount S. Clare College	Clinton	IX	Bus	1825	Catholic
Mount Mercy College	Cedar Rapids	X	LA-2	1895	Catholic
Northwestern College	Orange City	IV	LA-2	1882	Reformed Church
St. Ambrose College	Davenport	IX	Comp-2	1882	Catholic
Simpson College	Indianola	XI	LA-2	1860	Methodist
University of Dubuque	Dubuque	I	LA-2	1852	Presbyterian
Upper Iowa University	Fayette	I	LA-2	1850	independent
Wartburg College	Waverly	VII	LA-1	1852	Lutheran
Westmar College	LeMars	XII	LA-2	1890	Methodist
William Penn College	Oskaloosa	XV	LA-2	1873	Soc. of Friends

Independent 2-year Institutions

Waldorf College	Forest City	II	2-year	1903	Lutheran

Area Schools

Area I--NE Iowa Comm. College	Calmar, Peosta	I	2-year	1966	state/local
Area II--North Iowa Comm. Coll.	Mason City	II	2-year	1917	state/local
Area III--Iowa Lakes Comm. Coll.	Estherville Emmetsburg	III	2-year	1967	state/local
Area IV--NW Iowa Technical Coll.	Sheldon	IV	2-year	1964	state/local
Area V--Iowa Central Comm. Coll.	Fort Dodge Eagle Grove Webster City	V	2-year	1966	state/local
Area VI--Iowa Valley Comm. Coll.					
Marshalltown C. C.	Marshalltown	VI	2-year	1927	state/local
Ellsworth C. C.	Iowa Falls			1890	
Area VII--Hawkeye Inst. of Tech.	Waterloo	VII	2-year	1966	state/local
Area IX--Eastern Iowa C. C.					
Clinton Comm. Coll.	Clinton	IX	2-year	1946	state/local

Muscatine Comm. Coll.	Muscatine		2-year	1929	state/local
Scott Comm. Coll.	Davenport		2-year	1966	state/local
Area X--Kirkwood Comm. Coll.	Cedar Rapids	X	2-year	1966	state/local
Area XI--Des Moines Area C. C.	Ankeny	XI	2-year	1966	state/local
	Boone		2-year	1966	state/local
	Carroll		2-year	1966	state/local
Area XII--Western Iowa Tech Coll.	Sioux City	XII	2-year	1966	state/local
Area XIII--Iowa Western C. C.	Council Bluffs	XIII	2-year	1966	state/local
	Clarinda		2-year	1966	state/local
Area XIV--Southwestern C. C.	Creston	XIV	2-year	1966	state/local
Area XV--Indian Hills C. C.	Ottumwa	XV	2-year	1966	state/local
	Centerville		2-year	1966	state/local
Area XVI--Southeastern C. C.	Burlington	XVI	2-year	1966	state/local
	Ft. Madison		2-year	1966	state/local
	Keokuk		2-year	1966	state/local

Business, Health and Theological Schools

Allen Memorial School of Nursing	Waterloo	VII	---	---	independent
American Institute of Business	Des Moines	XI	2-year	1921	independent
American Institute of Commerce	Davenport	IX	---	1937	independent
Faith Baptist Bible College	Ankeny	XI	relig	1921	independent
Hamilton Business College	Mason City	II	---	1900	independent
	Cedar Rapids	X			
Iowa Methodist School of Nursing	Des Moines	XI	---	---	independent
Jennie Edmundson Hospital School of Nursing	Council Bluffs	XIII	---	---	independent
Mercy Hospital Md. Center School	Des Moines	XI	---	---	Catholic
Palmer College of Chiropractic	Davenport	IX	hlth	1895	independent
St. Luke's School of Nursing	Sioux City	XII	---	---	independent
Spencer School of Business	Spencer	III	---	1967	independent
Univ. of Dubuque Theol. Seminary	Dubuque	I	relig	1852	Presbyterian
Univ. of Osteopathic Medicine	Des Moines	XI	med	1898	independent
Vennard College	University Park	XV	relig	1951	independent
Wartburg Theological Seminary	Dubuque	I	relig	1854	Lutheran

PART II

PHYSICAL FACILITIES

Physical Plant Assets

PHYSICAL PLANT ASSETS
1987-1988

	BOOK - VALUE			BOOK VALUE - YEAR END			CURRENT REPLACEMENT VALUE		BALANCE OWED
	BEGINNING	ADDITIONS	DEDUCTIONS	LAND	BUILDINGS	EQUIPMENT	BUILDINGS	EQUIPMENT	ON PRINCIPAL
IOWA STATE UNIVERSITY	$471,580,600	$56,109,888	$12,681,005	$4,417,767	$351,674,721	$158,916,995	$0	$0	$165,979,086
UNIVERSITY OF IOWA	$802,083,148	$83,871,157	$6,228,635	$118,398,817	$452,778,932	$308,547,921	$0	$0	$247,460,200
UNIVERSITY OF NORTHERN IOWA	$126,589,774	$5,396,037	$158,752	$12,904,080	$89,047,041	$29,875,938	$358,697,810	$0	$44,075,000
Regents' Universities Total	$1,400,253,522	$145,377,082	$19,068,392	$135,720,664	$893,500,694	$497,340,854	$358,697,810	$0	$457,514,286
BRIAR CLIFF COLLEGE	$11,053,387	$528,050	$322,728	$249,643	$8,425,768	$2,583,298	$16,973,377	$5,164,323	$2,002,269
BUENA VISTA COLLEGE	$24,453,756	$1,418,504	$0	$2,532,143	$17,143,929	$6,199,188	$35,319,836	$10,094,074	$4,730,176
CENTRAL UNIVERSITY OF IOWA	$25,457,046	$1,515,730	$58,825	$890,227	$22,518,953	$3,504,[illegible]	$35,741,524	$4,101,050	$625,730
CLARKE COLLEGE	$24,263,731	$248,605	$98,395	$533,062	$20,747,098	$3,133,781	$34,707,728	$5,978,440	$153,257
COE COLLEGE	$21,117,517	$0	$10,000	$1,585,082	$15,471,737	$4,050,698	$60,000,000	$10,000,000	$7,372,342
CORNELL COLLEGE	$20,195,873	$169,588	$50,194	$412,285	$17,173,272	$2,729,710	$50,050,531	$4,875,000	$4,590,000
DIVINE WORD COLLEGE	$5,404,404	$113,715	$0	$102,216	$4,211,195	$1,204,708	$8,230,698	$1,204,708	$1,350,326
DORDT COLLEGE	$15,756,673	$412,072	$64,138	$1,423,987	$10,530,558	$4,150,062	$19,000,000	$6,000,000	$1,732,062
DRAKE UNIVERSITY	$73,196,277	$3,093,920	$914,249	$6,440,247	$46,945,931	$21,989,720	$140,837,793	$43,979,440	$13,873,000
GRACELAND COLLEGE	$16,402,446	$234,840	$18,090	$54,209	$11,766,881	$4,798,106	$30,298,800	$2,990,500	$1,080,065
GRAND VIEW COLLEGE	$9,471,361	$483,163	$0	$405,289	$8,342,350	$1,206,885	$0	$0	$2,070,693
GRINNELL COLLEGE	$40,610,172	$2,506,622	$0	$851,774	$34,980,519	$7,284,501	$0	$0	$0
IOWA WESLEYAN COLLEGE	$6,435,313	$407,590	$155,673	$616,073	$4,753,051	$1,318,106	$0	$0	$1,885,558
LORAS COLLEGE	$20,270,897	$1,621,175	$411,434	$1,558,222	$14,000,574	$5,921,842	$39,603,700	$8,802,800	$4,076,202
LUTHER COLLEGE	$30,218,497	$556,670	$0	$1,173,385	$22,090,072	$7,511,710	$70,500,000	$10,500,000	$2,936,434
MAHARISHI INTERNATIONAL UNIVER	$38,262,000	$1,034,000	$11,731,000	$1,959,000	$16,769,000	$8,837,000	$59,644,000	$0	$4,008,951
MARYCREST COLLEGE	$9,409,305	$393,768	$0	$498,685	$7,226,464	$2,077,924	$10,200,000	$3,800,000	$805,000
MORNINGSIDE COLLEGE	$11,442,111	$840,483	$0	$532,138	$9,897,527	$1,852,929	$22,422,000	$7,721,200	$695,622
MOUNT MERCY COLLEGE	$16,331,193	$541,706	$92,415	$772,779	$14,670,416	$1,337,289	$23,765,000	$0	$731,930
MOUNT SAINT CLARE COLLEGE	$913,761	$156,215	$12,139	$1,500	$451,122	$605,215	$451,122	$605,215	$0
NORTHWESTERN COLLEGE	$13,457,162	$4,187,103	$255,194	$1,182,376	$13,287,995	$2,918,700	$25,000,000	$4,500,000	$3,207,932
SAINT AMBROSE UNIVERSITY	$17,523,656	$818,815	$0	$733,639	$10,424,181	$7,184,651	$28,000,000	$10,000,000	$2,470,172
SIMPSON COLLEGE	$21,592,243	$931,142	$0	$439,606	$19,578,313	$2,505,466	$33,332,000	$0	$6,356,901
UNIVERSITY OF DUBUQUE	$10,107,924	$341,408	$0	$511,268	$7,890,774	$2,047,290	$19,964,807	$0	$777,841
UPPER IOWA UNIVERSITY	$7,879,389	$239,061	$510,216	$85,710	$6,151,337	$1,371,187	$16,992,539	$5,456,978	$1,246,743

Source: IPEDS Finance

PHYSICAL PLANT ASSETS
1987-1988

	BOOK - VALUE			BOOK VALUE - YEAR END			CURRENT REPLACEMENT VALUE		BALANCE OWED
	BEGINNING	ADDITIONS	DEDUCTIONS	LAND	BUILDINGS	EQUIPMENT	BUILDINGS	EQUIPMENT	ON PRINCIPAL
WARTBURG COLLEGE	$18,142,227	$1,677,561	$0	$730,303	$15,476,109	$3,613,376	$48,000,000	$5,500,000	$4,921,403
WESTMAR COLLEGE	$9,794,715	$199,383	$400	$246,463	$7,556,834	$2,190,401	$16,050,000	$2,250,000	$1,934,808
WILLIAM PENN COLLEGE	$7,908,919	$443,394	$0	$0	$6,068,034	$2,284,279	$13,500,000	$2,100,000	$1,445,231
Independent 4-Yr. Total	$527,071,955	$25,114,283	$14,705,090	$26,521,311	$394,549,994	$116,412,793	$858,585,455	$155,623,728	$77,080,648
DES MOINES COMMUNITY COLLEGE	$41,443,502	$5,874,360	$0	$630,784	$32,231,210	$14,455,868	$50,000,000	$19,000,000	$5,875,000
EASTERN IOWA COMMUNITY COLLEGE	$21,175,907	$3,367,937	$473,496	$795,968	$15,779,843	$7,494,537	$18,418,971	$8,017,656	$1,900,000
ELLSWORTH COMMUNITY COLLEGE	$8,386,350	$82,213	$0	$277,651	$5,992,256	$2,198,656	$6,649,105	$3,930,880	$497,250
HAWKEYE INST TECHNOLOGY	$20,519,175	$863,229	$10,527	$287,173	$15,950,024	$5,134,680	$20,438,351	$6,500,000	$2,250,000
INDIAN HILLS COMMUNITY COLLEGE	$17,572,452	$2,876,579	$332,661	$374,635	$13,035,772	$6,705,963	$25,300,000	$8,005,963	$6,235,051
IOWA CENTRAL COMMUNITY COLLEGE	$17,268,129	$1,592,842	$11,909	$931,116	$10,440,923	$7,477,023	$22,000,000	$10,000,000	$0
IOWA LAKES COMMUNITY COLLEGE	$13,373,467	$1,159,003	$56,064	$468,966	$8,925,868	$5,081,572	$11,000,000	$6,600,000	$1,424,971
IOWA WESTERN COMMUNITY COLLEGE	$20,215,657	$396,823	$150,677	$472,025	$14,993,719	$4,996,059	$25,685,649	$5,296,719	$7,060,000
KIRKWOOD COMMUNITY COLLEGE	$32,398,579	$4,280,353	$644,449	$783,282	$24,059,620	$11,191,581	$34,645,853	$16,115,877	$3,640,000
MARSHALLTOWN COMMUNITY COLLEGE	$7,685,125	$458,728	$0	$228,757	$5,304,033	$2,611,063	$8,955,282	$3,930,880	$672,750
NORTH IOWA AREA COMMUNITY COLL	$13,979,378	$630,918	$30,038	$337,654	$10,229,676	$4,012,928	$14,750,000	$3,500,000	$700,000
NORTHEAST IOWA TECHNICAL INSTI	$15,930,533	$1,085,003	$112,911	$398,365	$12,292,776	$4,211,484	$14,978,170	$2,849,897	$0
NORTHWEST IOWA TECHNICAL COLLE	$7,377,131	$706,647	$133,825	$345,869	$5,120,125	$2,483,959	$10,500,000	$0	$0
SOUTHEASTERN COMMUNITY COLLEGE	$8,835,327	$851,018	$182,287	$228,949	$6,510,149	$2,764,960	$9,732,000	$3,964,000	$461,000
SOUTHWESTERN COMMUNITY COLLEGE	$0	$0	$0	$142,946	$4,796,731	$1,686,413	$11,000,000	$4,000,000	$300,000
WESTERN IOWA TECH	$14,328,645	$797,665	$191,278	$392,334	$9,836,467	$4,706,231	$0	$0	$0
Community Colleges Total	$260,489,357	$25,023,318	$2,330,122	$7,096,474	$195,499,192	$87,212,977	$284,053,381	$101,711,872	$31,016,022
ALLEN MEMORIAL HOSPITAL SCHOOL	$252,647	$44,525	$22,567	$0	$126,545	$148,060	$3,000,000	$600,000	$0
AMERICAN INSTITUTE OF BUSINESS	$5,893,405	$320,993	$489,775	$286,932	$4,677,465	$760,226	$10,000,000	$2,000,000	$1,932,514
AMERICAN INSTITUTE OF COMMERCE	$998,092	$110,934	$0	$0	$0	$1,109,026	$0	$1,696,809	$0
FAITH BAPTIST BIBLE COLLEGE AN	$4,258,080	$51,611	$4,474	$535,079	$2,515,725	$1,254,413	$7,750,000	$0	$0
HAMILTON BUSINESS COLLEGE	$0	$0	$0	$0	$0	$0	$0	$0	$0
IOWA METHODIST SCHOOL OF NURSI	$0	$0	$0	$0	$0	$0	$0	$0	$0

Source: IPEDS Finance

PHYSICAL PLANT ASSETS
1987-1988

	BOOK - VALUE BEGINNING	ADDITIONS	DEDUCTIONS	BOOK VALUE - YEAR END			CURRENT REPLACEMENT VALUE		BALANCE OWED ON PRINCIPAL
				LAND	BUILDINGS	EQUIPMENT	BUILDINGS	EQUIPMENT	
JENNIE EDMUNDSON MEM HOSP SCH	$301,277	$4,461	$19,151	$0	$208,100	$78,487	$270,739	$102,111	$19,437
MERCY HOSPITAL MEDICAL CENTER	$0	$0	$0	$0	$0	$0	$0	$0	$0
PALMER COLLEGE OF CHIROPRACTIC	$17,913,596	$3,436,371	$0	$2,344,866	$15,952,556	$3,052,545	$22,000,000	$5,000,000	$4,760,717
SAINT LUKE'S SCHOOL OF NURSING	$0	$0	$0	$0	$0	$0	$0	$0	$0
SPENCER SCHOOL OF BUSINESS	$0	$0	$0	$0	$0	$0	$0	$0	$0
UNIVERSITY OF OSTEOPATHIC MEDI	$37,386,526	$551,264	$0	$1,852,508	$25,288,805	$10,796,477	$50,000,000	$3,000,000	$14,930,000
WALDORF COLLEGE	$7,365,255	$140,881	$101,461	$396,499	$5,466,533	$1,792,169	$10,477,392	$3,278,100	$1,487,655
Independent 2-Yr/Other Total	$74,368,878	$4,661,040	$637,428	$5,415,884	$54,235,729	$18,991,403	$103,498,131	$15,677,020	$23,130,323
TOTAL	$2,262,183,712	$200,175,723	$36,741,032	$174,754,333	$1,537,785,609	$719,958,027	$1,604,834,777	$273,012,620	$588,741,279

Source: IPEDS Finance

PART III

PROGRAMS AND SPECIAL ENTITIES

Degrees Conferred by Level
Degrees Conferred by Discipline
Centers and Institutes at Public Institutions

BEST COPY AVAILABLE

DEGREES CONFERRED BY LEVEL
1987-1988

Institution	Less Than 2 Year Certificate		Associate		Bachelor's		Master's		Doctor's		First-Professional		Greater Than 2 Year Certificate		Total
IOWA STATE UNIVERSITY	11	0.2%	0	0.0%	4,159	79.0%	669	12.7%	309	5.9%	113	2.1%	6	0.1%	5,267
UNIVERSITY OF IOWA	0	0.0%	0	0.0%	3,887	64.1%	1,353	22.3%	312	5.1%	494	8.2%	15	0.2%	6,061
UNIVERSITY OF NORTHERN IOWA	0	0.0%	0	0.0%	1,738	84.2%	317	15.4%	10	0.5%	0	0.0%	0	0.0%	2,065
Regents' Universtities Total	11	0.1%	0	0.0%	9,784	73.1%	2,339	17.5%	631	4.7%	607	4.5%	21	0.2%	13,393
BRIAR CLIFF COLLEGE	0	0.0%	2	1.0%	196	99.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	198
BUENA VISTA COLLEGE	0	0.0%	0	0.0%	718	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	718
CENTRAL UNIVERSITY OF IOWA	0	0.0%	0	0.0%	273	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	273
CLARKE COLLEGE	0	0.0%	2	1.3%	126	80.3%	29	18.5%	0	0.0%	0	0.0%	0	0.0%	157
COE COLLEGE	0	0.0%	0	0.0%	262	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	262
CORNELL COLLEGE	0	0.0%	0	0.0%	304	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	304
DIVINE WORD COLLEGE	0	0.0%	1	10.0%	9	90.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	10
DORDT COLLEGE	0	0.0%	37	17.5%	174	82.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	211
DRAKE UNIVERSITY	0	0.0%	0	0.0%	773	63.0%	339	27.6%	13	1.1%	95	7.7%	7	0.6%	1,227
GRACELAND COLLEGE	3	1.6%	0	0.0%	182	98.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	185
GRAND VIEW COLLEGE	0	0.0%	7	3.7%	183	96.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	190
GRINNELL COLLEGE	0	0.0%	0	0.0%	298	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	298
IOWA WESLEYAN COLLEGE	0	0.0%	0	0.0%	127	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	127
LORAS COLLEGE	0	0.0%	0	0.0%	335	94.4%	20	5.6%	0	0.0%	0	0.0%	0	0.0%	355
LUTHER COLLEGE	0	0.0%	0	0.0%	500	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	500
MAHARISHI INTERNATIONAL UNIVERSITY	9	4.7%	0	0.0%	102	53.7%	75	39.5%	4	2.1%	0	0.0%	0	0.0%	190
MARYCREST COLLEGE	21	10.0%	5	2.4%	168	80.0%	16	7.6%	0	0.0%	0	0.0%	0	0.0%	210
MORNINGSIDE COLLEGE	0	0.0%	0	0.0%	179	93.7%	12	6.3%	0	0.0%	0	0.0%	0	0.0%	191
MOUNT MERCY COLLEGE	0	0.0%	0	0.0%	237	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	237
MOUNT SAINT CLARE COLLEGE	0	0.0%	57	62.0%	35	38.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	92
NORTHWESTERN COLLEGE	0	0.0%	4	2.1%	184	97.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	188
SAINT AMBROSE UNIVERSITY	0	0.0%	0	0.0%	339	78.5%	93	21.5%	0	0.0%	0	0.0%	0	0.0%	432
SIMPSON COLLEGE	0	0.0%	0	0.0%	193	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	193
UNIVERSITY OF DUBUQUE	0	0.0%	7	3.0%	157	67.4%	59	25.3%	10	4.3%	0	0.0%	0	0.0%	233
UPPER IOWA UNIVERSITY	0	0.0%	1	0.4%	268	99.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	269

Source: IPEDS Completions

DEGREES CONFERRED BY LEVEL
1987-1988

Institution	Less Than 2 Year Certificate		Associate		Bachelor's		Master's		Doctor's		First-Professional		Greater Than 2 Year Certificate		Total
WARTBURG COLLEGE	0	0.0%	0	0.0%	281	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	281
WESTMAR COLLEGE	0	0.0%	0	0.0%	115	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	115
WILLIAM PENN COLLEGE	0	0.0%	0	0.0%	94	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	94
Independent 4-Yr. Total	33	0.4%	123	1.6%	6,812	88.0%	643	8.3%	27	0.3%	95	1.2%	7	0.1%	7,740
DES MOINES COMMUNITY COLLEGE	456	34.2%	879	65.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,335
EASTERN IOWA COMMUNITY COLLEGE	257	38.1%	418	61.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	675
ELLSWORTH COMMUNITY COLLEGE	86	37.1%	146	62.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	232
HAWKEYE INST TECHNOLOGY	587	52.8%	524	47.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,111
INDIAN HILLS COMMUNITY COLLEGE	263	32.7%	542	67.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	805
IOWA CENTRAL COMMUNITY COLLEGE	110	23.8%	353	76.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	463
IOWA LAKES COMMUNITY COLLEGE	143	37.0%	244	63.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	387
IOWA WESTERN COMMUNITY COLLEGE	228	35.2%	420	64.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	648
KIRKWOOD COMMUNITY COLLEGE	613	39.4%	943	60.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,556
MARSHALLTOWN COMMUNITY COLLEGE	97	33.4%	193	66.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	290
NORTH IOWA AREA COMMUNITY COLLEGE	257	39.0%	402	61.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	659
NORTHEAST IOWA TECHNICAL INSTITUTE	275	61.0%	176	39.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	451
NORTHWEST IOWA TECHNICAL COLLEGE	137	65.6%	59	28.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	13	6.2%	209
SOUTHEASTERN COMMUNITY COLLEGE	190	40.0%	285	60.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	475
SOUTHWESTERN COMMUNITY COLLEGE	117	47.6%	129	52.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	246
WESTERN IOWA TECH	620	71.9%	242	28.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	862
Community Colleges Total	4,436	42.6%	5,955	57.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	13	0.1%	10,404
ALLEN MEMORIAL HOSPITAL SCHOOL OF N	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	20	100.0%	20
AMERICAN INSTITUTE OF BUSINESS	66	20.5%	256	79.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	322
AMERICAN INSTITUTE OF COMMERCE	376	99.2%	3	0.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	379
FAITH BAPTIST BIBLE COLLEGE AND SEM	8	12.5%	14	21.9%	32	50.0%	10	15.6%	0	0.0%	0	0.0%	0	0.0%	64
HAMILTON BUSINESS COLLEGE	324	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	324
IOWA METHODIST SCHOOL OF NURSING	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	38	100.0%	38

Source: IPEDS Completions

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DEGREES CONFERRED BY LEVEL
1987-1988

Institution	Less Than 2 Year Certificate		Associate		Bachelor's		Master's		Doctor's		First-Professional		Greater Than 2 Year Certificate		Total
JENNIE EDMUNDSON MEM HOSP SCH OF NU	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	10	100.0%	10
MERCY HOSPITAL MEDICAL CENTER SCHOO	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	26	100.0%	26
PALMER COLLEGE OF CHIROPRACTIC	51	8.1%	5	0.8%	73	11.6%	0	0.0%	0	0.0%	502	79.6%	0	0.0%	631
SAINT LUKE'S SCHOOL OF NURSING	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	20	100.0%	20
SPENCER SCHOOL OF BUSINESS	147	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	147
UNIVERSITY OF OSTEOPATHIC MEDICINE	16	5.8%	0	0.0%	16	5.8%	14	5.1%	0	0.0%	228	83.2%	0	0.0%	274
WALDORF COLLEGE	7	6.0%	110	94.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	117
Independent 2-Yr/Other Total	995	41.9%	388	16.4%	121	5.1%	24	1.0%	0	0.0%	730	30.8%	114	4.8%	2,372
TOTAL	5,475	16.1%	6,466	19.1%	16,717	49.3%	3,006	8.9%	658	1.9%	1,432	4.2%	155	0.5%	33,909

Source: IPEDS Completions

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DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: IOWA STATE UNIVERSITY

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Agribusiness and Agricultural Production	225	43
Agricultural Sciences	142	79
Renewable Natural Resources	39	6
Architecture and Environmental Design	161	23
Area and Ethnic Studies	0	0
Business and Management	992	42
Business (Administrative Support)	0	0
Marketing and Distribution	44	0
Communications	141	20
Communications Technologies	0	0
Computer and Information Sciences	104	22
Consumer, Personal and Miscellaneous Services	0	0
Education	471	185
Engineering	833	169
Engineering and Engineering Related Technologies	7	0
Foreign Languages	13	0
Allied Health	5	0
Health Sciences	0	115
Home Economics	135	11
Vocational Home Economics	20	20
Industrial Arts	0	0
Law	0	0
Letters	138	25
Liberal/General Studies	8	6
Library and Archival Sciences	0	0
Life Sciences	104	82
Mathematics	42	50
Military Sciences	1	0
Multi/Interdisciplinary Studies	39	0
Parks and Recreation	26	4

Source: IPEDS Completions

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DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: IOWA STATE UNIVERSITY

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Leisure and Recreational Activities	0	0
Philosophy and Religion	3	0
Theology	0	0
Physical Sciences	56	90
Science Technologies	0	0
Psychology	106	18
Protective Services	0	0
Public Affairs	41	30
Social Sciences	155	51
Construction Trades	0	0
Mechanics and Repairers	0	0
Precision Production	0	0
Transportation and Material Moving	0	0
Visual and Performing Arts	119	6
TOTAL	4,170	1,097

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: UNIVERSITY OF IOWA

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Agribusiness and Agricultural Production	0	0
Agricultural Sciences	0	0
Renewable Natural Resources	0	0
Architecture and Environmental Design	0	20
Area and Ethnic Studies	19	16
Business and Management	942	238
Business (Administrative Support)	0	0
Marketing and Distribution	0	0
Communications	416	46
Communications Technologies	0	0
Computer and Information Sciences	84	29
Consumer, Personal and Miscellaneous Services	0	0
Education	306	352
Engineering	242	132
Engineering and Engineering Related Technologies	0	0
Foreign Languages	64	18
Allied Health	77	34
Health Sciences	302	344
Home Economics	55	4
Vocational Home Economics	0	0
Industrial Arts	0	0
Law	0	261
Letters	151	111
Liberal/General Studies	349	0
Library and Archival Sciences	0	48
Life Sciences	110	46
Mathematics	50	83
Military Sciences	0	0
Multi/Interdisciplinary Studies	10	0
Parks and Recreation	70	6

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: UNIVERSITY OF IOWA

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Leisure and Recreational Activities	0	0
Philosophy and Religion	18	11
Theology	0	0
Physical Sciences	43	44
Science Technologies	0	0
Psychology	144	11
Protective Services	0	3
Public Affairs	44	113
Social Sciences	269	54
Construction Trades	0	0
Mechanics and Repairers	0	0
Precision Production	0	0
Transportation and Material Moving	0	0
Visual and Performing Arts	137	135
TOTAL	3,902	2,159

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: UNIVERSITY OF NORTHERN IOWA

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Agribusiness and Agricultural Production	0	0
Agricultural Sciences	0	0
Renewable Natural Resources	0	0
Architecture and Environmental Design	0	0
Area and Ethnic Studies	1	0
Business and Management	356	19
Business (Administrative Support)	22	0
Marketing and Distribution	0	0
Communications	97	0
Communications Technologies	0	0
Computer and Information Sciences	50	2
Consumer, Personal and Miscellaneous Services	0	0
Education	392	218
Engineering	0	0
Engineering and Engineering Related Technologies	77	9
Foreign Languages	21	23
Allied Health	29	0
Health Sciences	21	9
Home Economics	61	3
Vocational Home Economics	0	0
Industrial Arts	0	0
Law	0	0
Letters	60	9
Liberal/General Studies	94	0
Library and Archival Sciences	0	12
Life Sciences	41	6
Mathematics	30	1
Military Sciences	0	0
Multi/Interdisciplinary Studies	20	1
Parks and Recreation	23	0

Source: IPEDS Completions

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DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: UNIVERSITY OF NORTHERN IOWA

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Leisure and Recreational Activities	0	0
Philosophy and Religion	4	0
Theology	0	0
Physical Sciences	35	2
Science Technologies	0	0
Psychology	37	1
Protective Services	0	0
Public Affairs	74	0
Social Sciences	140	7
Construction Trades	0	0
Mechanics and Repairers	0	0
Precision Production	0	0
Transportation and Material Moving	0	0
Visual and Performing Arts	53	5
TOTAL	1,738	327

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: BRIAR CLIFF COLLEGE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Agribusiness and Agricultural Production	0	0
Agricultural Sciences	0	0
Renewable Natural Resources	0	0
Architecture and Environmental Design	0	0
Area and Ethnic Studies	0	0
Business and Management	66	0
Business (Administrative Support)	0	0
Marketing and Distribution	0	0
Communications	7	0
Communications Technologies	0	0
Computer and Information Sciences	4	0
Consumer, Personal and Miscellaneous Services	0	0
Education	7	0
Engineering	0	0
Engineering and Engineering Related Technologies	0	0
Foreign Languages	1	0
Allied Health	2	0
Health Sciences	21	0
Home Economics	0	0
Vocational Home Economics	0	0
Industrial Arts	0	0
Law	0	0
Letters	3	0
Liberal/General Studies	2	0
Library and Archival Sciences	0	0
Life Sciences	6	0
Mathematics	4	0
Military Sciences	0	0
Multi/Interdisciplinary Studies	6	0
Parks and Recreation	0	0

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: BRIAR CLIFF COLLEGE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Leisure and Recreational Activities	0	0
Philosophy and Religion	2	0
Theology	7	0
Physical Sciences	0	0
Science Technologies	0	0
Psychology	16	0
Protective Services	0	0
Public Affairs	15	0
Social Sciences	20	0
Construction Trades	0	0
Mechanics and Repairers	0	0
Precision Production	0	0
Transportation and Material Moving	0	0
Visual and Performing Arts	9	0
TOTAL	198	0

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: BUENA VISTA COLLEGE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Agribusiness and Agricultural Production	4	0
Agricultural Sciences	0	0
Renewable Natural Resources	0	0
Architecture and Environmental Design	0	0
Area and Ethnic Studies	0	0
Business and Management	315	0
Business (Administrative Support)	0	0
Marketing and Distribution	0	0
Communications	26	0
Communications Technologies	0	0
Computer and Information Sciences	11	0
Consumer, Personal and Miscellaneous Services	0	0
Education	226	0
Engineering	0	0
Engineering and Engineering Related Technologies	0	0
Foreign Languages	1	0
Allied Health	0	0
Health Sciences	16	0
Home Economics	0	0
Vocational Home Economics	0	0
Industrial Arts	0	0
Law	0	0
Letters	4	0
Liberal/General Studies	43	0
Library and Archival Sciences	1	0
Life Sciences	8	0
Mathematics	1	0
Military Sciences	0	0
Multi/Interdisciplinary Studies	0	0
Parks and Recreation	0	0

Source: IPEDS Completions

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DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: BUENA VISTA COLLEGE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Leisure and Recreational Activities	0	0
Philosophy and Religion	1	0
Theology	0	0
Physical Sciences	1	0
Science Technologies	0	0
Psychology	32	0
Protective Services	0	0
Public Affairs	9	0
Social Sciences	17	0
Construction Trades	0	0
Mechanics and Repairers	0	0
Precision Production	0	0
Transportation and Material Moving	0	0
Visual and Performing Arts	2	0
TOTAL	718	0

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: CENTRAL UNIVERSITY OF IOWA

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Agribusiness and Agricultural Production	0	0
Agricultural Sciences	0	0
Renewable Natural Resources	0	0
Architecture and Environmental Design	0	0
Area and Ethnic Studies	0	0
Business and Management	69	0
Business (Administrative Support)	0	0
Marketing and Distribution	0	0
Communications	25	0
Communications Technologies	0	0
Computer and Information Sciences	14	0
Consumer, Personal and Miscellaneous Services	0	0
Education	51	0
Engineering	0	0
Engineering and Engineering Related Technologies	0	0
Foreign Languages	18	0
Allied Health	0	0
Health Sciences	3	0
Home Economics	3	0
Vocational Home Economics	0	0
Industrial Arts	0	0
Law	0	0
Letters	9	0
Liberal/General Studies	7	0
Library and Archival Sciences	0	0
Life Sciences	10	0
Mathematics	8	0
Military Sciences	0	0
Multi/Interdisciplinary Studies	2	0
Parks and Recreation	8	0

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: CENTRAL UNIVERSITY OF IOWA

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Leisure and Recreational Activities	0	0
Philosophy and Religion	0	0
Theology	0	0
Physical Sciences	12	0
Science Technologies	0	0
Psychology	9	0
Protective Services	0	0
Public Affairs	0	0
Social Sciences	15	0
Construction Trades	0	0
Mechanics and Repairers	0	0
Precision Production	0	0
Transportation and Material Moving	0	0
Visual and Performing Arts	10	0
TOTAL	273	0

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL CLARKE COLLEGE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Agribusiness and Agricultural Production	0	0
Agricultural Sciences	0	0
Renewable Natural Resources	0	0
Architecture and Environmental Design	0	0
Area and Ethnic Studies	0	0
Business and Management	16	0
Business (Administrative Support)	0	0
Marketing and Distribution	0	0
Communications	9	0
Communications Technologies	0	0
Computer and Information Sciences	30	0
Consumer, Personal and Miscellaneous Services	0	0
Education	8	29
Engineering	0	0
Engineering and Engineering Related Technologies	0	0
Foreign Languages	5	0
Allied Health	0	0
Health Sciences	13	0
Home Economics	0	0
Vocational Home Economics	0	0
Industrial Arts	0	0
Law	0	0
Letters	5	0
Liberal/General Studies	0	0
Library and Archival Sciences	0	0
Life Sciences	6	0
Mathematics	3	0
Military Sciences	0	0
Multi/Interdisciplinary Studies	0	0
Parks and Recreation	0	0

Source: IPEDS Completions

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1987-1988

SCHOOL: CLARKE COLLEGE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Leisure and Recreational Activities	0	0
Philosophy and Religion	1	0
Theology	0	0
Physical Sciences	4	0
Science Technologies	0	0
Psychology	6	0
Protective Services	0	0
Public Affairs	4	0
Social Sciences	5	0
Construction Trades	0	0
Mechanics and Repairers	0	0
Precision Production	0	0
Transportation and Material Moving	0	0
Visual and Performing Arts	13	0
TOTAL	128	29

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: COE COLLEGE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Agribusiness and Agricultural Production	0	0
Agricultural Sciences	0	0
Renewable Natural Resources	0	0
Architecture and Environmental Design	0	0
Area and Ethnic Studies	1	0
Business and Management	88	0
Business (Administrative Support)	0	0
Marketing and Distribution	0	0
Communications	0	0
Communications Technologies	0	0
Computer and Information Sciences	17	0
Consumer, Personal and Miscellaneous Services	0	0
Education	16	0
Engineering	0	0
Engineering and Engineering Related Technologies	0	0
Foreign Languages	2	0
Allied Health	0	0
Health Sciences	29	0
Home Economics	0	0
Vocational Home Economics	0	0
Industrial Arts	0	0
Law	0	0
Letters	25	0
Liberal/General Studies	0	0
Library and Archival Sciences	0	0
Life Sciences	17	0
Mathematics	5	0
Military Sciences	0	0
Multi/Interdisciplinary Studies	0	0
Parks and Recreation	0	0

Source: IPEDS Completions

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DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: COE COLLEGE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Leisure and Recreational Activities	0	0
Philosophy and Religion	2	0
Theology	0	0
Physical Sciences	8	0
Science Technologies	0	0
Psychology	14	0
Protective Services	0	0
Public Affairs	1	0
Social Sciences	14	0
Construction Trades	0	0
Mechanics and Repairers	0	0
Precision Production	0	0
Transportation and Material Moving	0	0
Visual and Performing Arts	23	0
TOTAL	262	0

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL CORNELL COLLEGE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Agribusiness and Agricultural Production	0	0
Agricultural Sciences	0	0
Renewable Natural Resources	0	0
Architecture and Environmental Design	0	0
Area and Ethnic Studies	0	0
Business and Management	0	0
Business (Administrative Support)	0	0
Marketing and Distribution	0	0
Communications	0	0
Communications Technologies	0	0
Computer and Information Sciences	13	0
Consumer, Personal and Miscellaneous Services	0	0
Education	26	0
Engineering	0	0
Engineering and Engineering Related Technologies	0	0
Foreign Languages	25	0
Allied Health	0	0
Health Sciences	0	0
Home Economics	0	0
Vocational Home Economics	0	0
Industrial Arts	0	0
Law	0	0
Letters	18	0
Liberal/General Studies	0	0
Library and Archival Sciences	0	0
Life Sciences	22	0
Mathematics	9	0
Military Sciences	0	0
Multi/Interdisciplinary Studies	0	0
Parks and Recreation	0	0

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL CORNELL COLLEGE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Leisure and Recreational Activities	0	0
Philosophy and Religion	19	0
Theology	0	0
Physical Sciences	20	0
Science Technologies	0	0
Psychology	22	0
Protective Services	0	0
Public Affairs	0	0
Social Sciences	103	0
Construction Trades	0	0
Mechanics and Repairers	0	0
Precision Production	0	0
Transportation and Material Moving	0	0
Visual and Performing Arts	27	0
TOTAL	304	0

Source IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: DIVINE WORD COLLEGE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Agribusiness and Agricultural Production	0	0
Agricultural Sciences	0	0
Renewable Natural Resources	0	0
Architecture and Environmental Design	0	0
Area and Ethnic Studies	0	0
Business and Management	0	0
Business (Administrative Support)	0	0
Marketing and Distribution	0	0
Communications	0	0
Communications Technologies	0	0
Computer and Information Sciences	0	0
Consumer, Personal and Miscellaneous Services	0	0
Education	0	0
Engineering	0	0
Engineering and Engineering Related Technologies	0	0
Foreign Languages	0	0
Allied Health	0	0
Health Sciences	0	0
Home Economics	0	0
Vocational Home Economics	0	0
Industrial Arts	0	0
Law	0	0
Letters	2	0
Liberal/General Studies	0	0
Library and Archival Sciences	0	0
Life Sciences	0	0
Mathematics	0	0
Military Sciences	0	0
Multi/Interdisciplinary Studies	1	0
Parks and Recreation	0	0

Source: IPEDS Completions

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DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: DIVINE WORD COLLEGE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Leisure and Recreational Activities	0	0
Philosophy and Religion	2	0
Theology	4	0
Physical Sciences	0	0
Science Technologies	0	0
Psychology	0	0
Protective Services	0	0
Public Affairs	0	0
Social Sciences	1	0
Construction Trades	0	0
Mechanics and Repairers	0	0
Precision Production	0	0
Transportation and Material Moving	0	0
Visual and Performing Arts	0	0
TOTAL	10	0

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: DORDT COLLEGE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Agribusiness and Agricultural Production	15	0
Agricultural Sciences	4	0
Renewable Natural Resources	1	0
Architecture and Environmental Design	0	0
Area and Ethnic Studies	0	0
Business and Management	44	0
Business (Administrative Support)	14	0
Marketing and Distribution	0	0
Communications	2	0
Communications Technologies	0	0
Computer and Information Sciences	3	0
Consumer, Personal and Miscellaneous Services	0	0
Education	47	0
Engineering	5	0
Engineering and Engineering Related Technologies	0	0
Foreign Languages	2	0
Allied Health	0	0
Health Sciences	0	0
Home Economics	0	0
Vocational Home Economics	0	0
Industrial Arts	0	0
Law	0	0
Letters	14	0
Liberal/General Studies	11	0
Library and Archival Sciences	0	0
Life Sciences	14	0
Mathematics	4	0
Military Sciences	0	0
Multi/Interdisciplinary Studies	0	0
Parks and Recreation	0	0

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: DORDT COLLEGE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Leisure and Recreational Activities	0	0
Philosophy and Religion	1	0
Theology	0	0
Physical Sciences	3	0
Science Technologies	0	0
Psychology	6	0
Protective Services	0	0
Public Affairs	9	0
Social Sciences	6	0
Construction Trades	0	0
Mechanics and Repairers	0	0
Precision Production	0	0
Transportation and Material Moving	0	0
Visual and Performing Arts	6	0
TOTAL	211	0

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: DRAKE UNIVERSITY

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Agribusiness and Agricultural Production	0	0
Agricultural Sciences	0	0
Renewable Natural Resources	0	0
Architecture and Environmental Design	5	0
Area and Ethnic Studies	0	0
Business and Management	187	77
Business (Administrative Support)	0	0
Marketing and Distribution	0	0
Communications	82	26
Communications Technologies	0	0
Computer and Information Sciences	31	0
Consumer, Personal and Miscellaneous Services	0	0
Education	91	216
Engineering	0	0
Engineering and Engineering Related Technologies	0	0
Foreign Languages	9	1
Allied Health	2	4
Health Sciences	87	3
Home Economics	0	0
Vocational Home Economics	0	0
Industrial Arts	0	0
Law	0	95
Letters	27	8
Liberal/General Studies	31	4
Library and Archival Sciences	0	0
Life Sciences	33	0
Mathematics	18	0
Military Sciences	0	0
Multi/Interdisciplinary Studies	0	0
Parks and Recreation	0	0

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: DRAKE UNIVERSITY

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Leisure and Recreational Activities	0	0
Philosophy and Religion	7	0
Theology	0	0
Physical Sciences	11	0
Science Technologies	0	0
Psychology	19	1
Protective Services	1	0
Public Affairs	3	16
Social Sciences	81	0
Construction Trades	0	0
Mechanics and Repairers	0	0
Precision Production	11	0
Transportation and Material Moving	0	0
Visual and Performing Arts	37	3
TOTAL	773	454

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: GRACELAND COLLEGE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Agribusiness and Agricultural Production	2	0
Agricultural Sciences	0	0
Renewable Natural Resources	0	0
Architecture and Environmental Design	0	0
Area and Ethnic Studies	0	0
Business and Management	35	0
Business (Administrative Support)	3	0
Marketing and Distribution	0	0
Communications	0	0
Communications Technologies	0	0
Computer and Information Sciences	12	0
Consumer, Personal and Miscellaneous Services	0	0
Education	38	0
Engineering	7	0
Engineering and Engineering Related Technologies	0	0
Foreign Languages	1	0
Allied Health	0	0
Health Sciences	25	0
Home Economics	0	0
Vocational Home Economics	0	0
Industrial Arts	0	0
Law	0	0
Letters	4	0
Liberal/General Studies	5	0
Library and Archival Sciences	0	0
Life Sciences	13	0
Mathematics	3	0
Military Sciences	0	0
Multi/Interdisciplinary Studies	0	0
Parks and Recreation	3	0

Source: IPEDS Completions

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DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: GRACELAND COLLEGE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Leisure and Recreational Activities	0	0
Philosophy and Religion	2	0
Theology	0	0
Physical Sciences	5	0
Science Technologies	0	0
Psychology	7	0
Protective Services	0	0
Public Affairs	0	0
Social Sciences	12	0
Construction Trades	0	0
Mechanics and Repairers	0	0
Precision Production	0	0
Transportation and Material Moving	0	0
Visual and Performing Arts	8	0
TOTAL	185	0

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: GRAND VIEW COLLEGE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Agribusiness and Agricultural Production	0	0
Agricultural Sciences	0	0
Renewable Natural Resources	0	0
Architecture and Environmental Design	0	0
Area and Ethnic Studies	0	0
Business and Management	53	0
Business (Administrative Support)	0	0
Marketing and Distribution	0	0
Communications	22	0
Communications Technologies	0	0
Computer and Information Sciences	12	0
Consumer, Personal and Miscellaneous Services	0	0
Education	15	0
Engineering	0	0
Engineering and Engineering Related Technologies	0	0
Foreign Languages	0	0
Allied Health	0	0
Health Sciences	34	0
Home Economics	0	0
Vocational Home Economics	0	0
Industrial Arts	0	0
Law	0	0
Letters	3	0
Liberal/General Studies	0	0
Library and Archival Sciences	0	0
Life Sciences	5	0
Mathematics	0	0
Military Sciences	0	0
Multi/Interdisciplinary Studies	0	0
Parks and Recreation	0	0

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: GRAND VIEW COLLEGE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Leisure and Recreational Activities	0	0
Philosophy and Religion	0	0
Theology	0	0
Physical Sciences	0	0
Science Technologies	0	0
Psychology	0	0
Protective Services	0	0
Public Affairs	1	0
Social Sciences	32	0
Construction Trades	0	0
Mechanics and Repairers	0	0
Precision Production	0	0
Transportation and Material Moving	0	0
Visual and Performing Arts	13	0
TOTAL	190	0

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: GRINNELL COLLEGE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Agribusiness and Agricultural Production	0	0
Agricultural Sciences	0	0
Renewable Natural Resources	0	0
Architecture and Environmental Design	0	0
Area and Ethnic Studies	11	0
Business and Management	0	0
Business (Administrative Support)	0	0
Marketing and Distribution	0	0
Communications	0	0
Communications Technologies	0	0
Computer and Information Sciences	0	0
Consumer, Personal and Miscellaneous Services	0	0
Education	0	0
Engineering	0	0
Engineering and Engineering Related Technologies	0	0
Foreign Languages	26	0
Allied Health	0	0
Health Sciences	0	0
Home Economics	0	0
Vocational Home Economics	0	0
Industrial Arts	0	0
Law	0	0
Letters	29	0
Liberal/General Studies	0	0
Library and Archival Sciences	0	0
Life Sciences	23	0
Mathematics	14	0
Military Sciences	0	0
Multi/Interdisciplinary Studies	4	0
Parks and Recreation	0	0

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: GRINNELL COLLEGE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Leisure and Recreational Activities	0	0
Philosophy and Religion	12	0
Theology	0	0
Physical Sciences	38	0
Science Technologies	0	0
Psychology	19	0
Protective Services	0	0
Public Affairs	0	0
Social Sciences	108	0
Construction Trades	0	0
Mechanics and Repairers	0	0
Precision Production	0	0
Transportation and Material Moving	0	0
Visual and Performing Arts	14	0
TOTAL	298	0

Source: IPEDS Completions

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1987-1988

SCHOOL: IOWA WESLEYAN COLLEGE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Agribusiness and Agricultural Production	0	0
Agricultural Sciences	0	0
Renewable Natural Resources	0	0
Architecture and Environmental Design	0	0
Area and Ethnic Studies	0	0
Business and Management	45	0
Business (Administrative Support)	0	0
Marketing and Distribution	0	0
Communications	4	0
Communications Technologies	0	0
Computer and Information Sciences	0	0
Consumer, Personal and Miscellaneous Services	0	0
Education	29	0
Engineering	0	0
Engineering and Engineering Related Technologies	0	0
Foreign Languages	0	0
Allied Health	0	0
Health Sciences	17	0
Home Economics	1	0
Vocational Home Economics	0	0
Industrial Arts	0	0
Law	0	0
Letters	5	0
Liberal/General Studies	1	0
Library and Archival Sciences	0	0
Life Sciences	8	0
Mathematics	2	0
Military Sciences	0	0
Multi/Interdisciplinary Studies	0	0
Parks and Recreation	1	0

Source: IPEDS Completions

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DEGREES CONFERRED BY DISCIPLINE
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SCHOOL: IOWA WESLEYAN COLLEGE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Leisure and Recreational Activities	0	0
Philosophy and Religion	0	0
Theology	0	0
Physical Sciences	4	0
Science Technologies	0	0
Psychology	4	0
Protective Services	1	0
Public Affairs	0	0
Social Sciences	2	0
Construction Trades	0	0
Mechanics and Repairers	0	0
Precision Production	2	0
Transportation and Material Moving	0	0
Visual and Performing Arts	1	0
TOTAL	127	0

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: LORAS COLLEGE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Agribusiness and Agricultural Production	0	0
Agricultural Sciences	0	0
Renewable Natural Resources	0	0
Architecture and Environmental Design	0	0
Area and Ethnic Studies	0	0
Business and Management	149	0
Business (Administrative Support)	0	0
Marketing and Distribution	0	0
Communications	27	0
Communications Technologies	0	0
Computer and Information Sciences	10	0
Consumer, Personal and Miscellaneous Services	0	0
Education	37	12
Engineering	0	0
Engineering and Engineering Related Technologies	0	0
Foreign Languages	4	0
Allied Health	0	0
Health Sciences	0	0
Home Economics	0	0
Vocational Home Economics	0	0
Industrial Arts	0	0
Law	0	0
Letters	22	3
Liberal/General Studies	0	0
Library and Archival Sciences	0	0
Life Sciences	19	0
Mathematics	2	0
Military Sciences	0	0
Multi/Interdisciplinary Studies	0	0
Parks and Recreation	0	0

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: LORAS COLLEGE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Leisure and Recreational Activities	0	0
Philosophy and Religion	5	0
Theology	0	0
Physical Sciences	9	0
Science Technologies	0	0
Psychology	22	5
Protective Services	0	0
Public Affairs	0	0
Social Sciences	26	0
Construction Trades	0	0
Mechanics and Repairers	0	0
Precision Production	0	0
Transportation and Material Moving	0	0
Visual and Performing Arts	3	0
TOTAL	335	20

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: LUTHER COLLEGE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Agribusiness and Agricultural Production	0	0
Agricultural Sciences	0	0
Renewable Natural Resources	0	0
Architecture and Environmental Design	0	0
Area and Ethnic Studies	0	0
Business and Management	109	0
Business (Administrative Support)	0	0
Marketing and Distribution	0	0
Communications	22	0
Communications Technologies	0	0
Computer and Information Sciences	9	0
Consumer, Personal and Miscellaneous Services	0	0
Education	49	0
Engineering	0	0
Engineering and Engineering Related Technologies	0	0
Foreign Languages	15	0
Allied Health	0	0
Health Sciences	24	0
Home Economics	0	0
Vocational Home Economics	0	0
Industrial Arts	0	0
Law	0	0
Letters	23	0
Liberal/General Studies	0	0
Library and Archival Sciences	0	0
Life Sciences	53	0
Mathematics	20	0
Military Sciences	0	0
Multi/Interdisciplinary Studies	0	0
Parks and Recreation	0	0

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: LUTHER COLLEGE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Leisure and Recreational Activities	0	0
Philosophy and Religion	10	0
Theology	0	0
Physical Sciences	20	0
Science Technologies	0	0
Psychology	31	0
Protective Services	0	0
Public Affairs	14	0
Social Sciences	71	0
Construction Trades	0	0
Mechanics and Repairers	0	0
Precision Production	0	0
Transportation and Material Moving	0	0
Visual and Performing Arts	30	0
TOTAL	500	0

Source: IPEDS Completions

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1987-1988

SCHOOL: MAHARISHI INTERNATIONAL UNIVERSITY

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Agribusiness and Agricultural Production	0	0
Agricultural Sciences	0	0
Renewable Natural Resources	0	0
Architecture and Environmental Design	0	0
Area and Ethnic Studies	0	0
Business and Management	22	25
Business (Administrative Support)	0	0
Marketing and Distribution	0	0
Communications	0	0
Communications Technologies	0	0
Computer and Information Sciences	5	8
Consumer, Personal and Miscellaneous Services	0	0
Education	1	10
Engineering	7	0
Engineering and Engineering Related Technologies	0	0
Foreign Languages	0	0
Allied Health	0	0
Health Sciences	0	0
Home Economics	0	0
Vocational Home Economics	0	0
Industrial Arts	0	0
Law	0	0
Letters	17	4
Liberal/General Studies	0	0
Library and Archival Sciences	0	0
Life Sciences	8	7
Mathematics	0	0
Military Sciences	0	0
Multi/Interdisciplinary Studies	24	14
Parks and Recreation	0	0

Source: IPEDS Completions

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SCHOOL: MAHARISHI INTERNATIONAL UNIVERSITY

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Leisure and Recreational Activities	0	0
Philosophy and Religion	0	0
Theology	0	0
Physical Sciences	1	0
Science Technologies	0	0
Psychology	11	9
Protective Services	0	0
Public Affairs	2	0
Social Sciences	0	0
Construction Trades	0	0
Mechanics and Repairers	0	0
Precision Production	0	0
Transportation and Material Moving	0	0
Visual and Performing Arts	13	2
TOTAL	111	79

Source: IPEDS Completions

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1987-1988

SCHOOL: MARYCREST COLLEGE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Agribusiness and Agricultural Production	0	0
Agricultural Sciences	0	0
Renewable Natural Resources	0	0
Architecture and Environmental Design	0	0
Area and Ethnic Studies	0	0
Business and Management	31	0
Business (Administrative Support)	0	0
Marketing and Distribution	0	0
Communications	11	0
Communications Technologies	0	0
Computer and Information Sciences	6	7
Consumer, Personal and Miscellaneous Services	0	0
Education	19	9
Engineering	0	0
Engineering and Engineering Related Technologies	0	0
Foreign Languages	1	0
Allied Health	2	0
Health Sciences	16	0
Home Economics	5	0
Vocational Home Economics	0	0
Industrial Arts	0	0
Law	10	0
Letters	1	0
Liberal/General Studies	43	0
Library and Archival Sciences	1	0
Life Sciences	5	0
Mathematics	0	0
Military Sciences	0	0
Multi/Interdisciplinary Studies	0	0
Parks and Recreation	0	0

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: MARYCREST COLLEGE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Leisure and Recreational Activities	0	0
Philosophy and Religion	0	0
Theology	0	0
Physical Sciences	0	0
Science Technologies	0	0
Psychology	0	0
Protective Services	0	0
Public Affairs	20	0
Social Sciences	5	0
Construction Trades	0	0
Mechanics and Repairers	0	0
Precision Production	0	0
Transportation and Material Moving	0	0
Visual and Performing Arts	18	0
TOTAL	194	16

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: MORNINGSIDE COLLEGE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Agribusiness and Agricultural Production	6	0
Agricultural Sciences	0	0
Renewable Natural Resources	0	0
Architecture and Environmental Design	0	0
Area and Ethnic Studies	0	0
Business and Management	49	0
Business (Administrative Support)	0	0
Marketing and Distribution	0	0
Communications	7	0
Communications Technologies	0	0
Computer and Information Sciences	5	0
Consumer, Personal and Miscellaneous Services	0	0
Education	53	12
Engineering	0	0
Engineering and Engineering Related Technologies	0	0
Foreign Languages	1	0
Allied Health	0	0
Health Sciences	9	0
Home Economics	0	0
Vocational Home Economics	0	0
Industrial Arts	0	0
Law	0	0
Letters	3	0
Liberal/General Studies	1	0
Library and Archival Sciences	0	0
Life Sciences	9	0
Mathematics	1	0
Military Sciences	0	0
Multi/Interdisciplinary Studies	0	0
Parks and Recreation	3	0

Source: IPEDS Completions

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DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: MORNINGSIDE COLLEGE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Leisure and Recreational Activities	0	0
Philosophy and Religion	5	0
Theology	0	0
Physical Sciences	1	0
Science Technologies	0	0
Psychology	8	0
Protective Services	10	0
Public Affairs	0	0
Social Sciences	3	0
Construction Trades	0	0
Mechanics and Repairers	0	0
Precision Production	0	0
Transportation and Material Moving	0	0
Visual and Performing Arts	5	0
TOTAL	179	12

Source: IPEDS Completions

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1987-1988

SCHOOL: MOUNT MERCY COLLEGE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Agribusiness and Agricultural Production	0	0
Agricultural Sciences	0	0
Renewable Natural Resources	0	0
Architecture and Environmental Design	0	0
Area and Ethnic Studies	0	0
Business and Management	80	0
Business (Administrative Support)	0	0
Marketing and Distribution	0	0
Communications	9	0
Communications Technologies	0	0
Computer and Information Sciences	14	0
Consumer, Personal and Miscellaneous Services	0	0
Education	13	0
Engineering	0	0
Engineering and Engineering Related Technologies	0	0
Foreign Languages	0	0
Allied Health	2	0
Health Sciences	45	0
Home Economics	0	0
Vocational Home Economics	0	0
Industrial Arts	0	0
Law	0	0
Letters	5	0
Liberal/General Studies	1	0
Library and Archival Sciences	0	0
Life Sciences	11	0
Mathematics	4	0
Military Sciences	0	0
Multi/Interdisciplinary Studies	0	0
Parks and Recreation	0	0

Source: IPEDS Completions

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SCHOOL: MOUNT MERCY COLLEGE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Leisure and Recreational Activities	0	0
Philosophy and Religion	0	0
Theology	0	0
Physical Sciences	2	0
Science Technologies	0	0
Psychology	5	0
Protective Services	17	0
Public Affairs	10	0
Social Sciences	9	0
Construction Trades	0	0
Mechanics and Repairers	0	0
Precision Production	0	0
Transportation and Material Moving	0	0
Visual and Performing Arts	10	0
TOTAL	237	0

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: MOUNT SAINT CLARE COLLEGE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Agribusiness and Agricultural Production	0	0
Agricultural Sciences	0	0
Renewable Natural Resources	0	0
Architecture and Environmental Design	0	0
Area and Ethnic Studies	0	0
Business and Management	35	0
Business (Administrative Support)	3	0
Marketing and Distribution	0	0
Communications	0	0
Communications Technologies	0	0
Computer and Information Sciences	0	0
Consumer, Personal and Miscellaneous Services	0	0
Education	1	0
Engineering	0	0
Engineering and Engineering Related Technologies	0	0
Foreign Languages	0	0
Allied Health	0	0
Health Sciences	0	0
Home Economics	0	0
Vocational Home Economics	0	0
Industrial Arts	0	0
Law	0	0
Letters	0	0
Liberal/General Studies	53	0
Library and Archival Sciences	0	0
Life Sciences	0	0
Mathematics	0	0
Military Sciences	0	0
Multi/Interdisciplinary Studies	0	0
Parks and Recreation	0	0

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
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SCHOOL: MOUNT SAINT CLARE COLLEGE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Leisure and Recreational Activities	0	0
Philosophy and Religion	0	0
Theology	0	0
Physical Sciences	0	0
Science Technologies	0	0
Psychology	0	0
Protective Services	0	0
Public Affairs	0	0
Social Sciences	0	0
Construction Trades	0	0
Mechanics and Repairers	0	0
Precision Production	0	0
Transportation and Material Moving	0	0
Visual and Performing Arts	0	0
TOTAL	92	0

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
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SCHOOL: NORTHWESTERN COLLEGE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Agribusiness and Agricultural Production	0	0
Agricultural Sciences	0	0
Renewable Natural Resources	0	0
Architecture and Environmental Design	0	0
Area and Ethnic Studies	0	0
Business and Management	50	0
Business (Administrative Support)	4	0
Marketing and Distribution	0	0
Communications	5	0
Communications Technologies	0	0
Computer and Information Sciences	0	0
Consumer, Personal and Miscellaneous Services	0	0
Education	55	0
Engineering	0	0
Engineering and Engineering Related Technologies	0	0
Foreign Languages	4	0
Allied Health	0	0
Health Sciences	0	0
Home Economics	0	0
Vocational Home Economics	0	0
Industrial Arts	0	0
Law	0	0
Letters	13	0
Liberal/General Studies	0	0
Library and Archival Sciences	0	0
Life Sciences	7	0
Mathematics	3	0
Military Sciences	0	0
Multi/Interdisciplinary Studies	0	0
Parks and Recreation	0	0

Source: IPEDS Completions

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SCHOOL: NORTHWESTERN COLLEGE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Leisure and Recreational Activities	0	0
Philosophy and Religion	8	0
Theology	0	0
Physical Sciences	4	0
Science Technologies	0	0
Psychology	5	0
Protective Services	0	0
Public Affairs	12	0
Social Sciences	13	0
Construction Trades	0	0
Mechanics and Repairers	0	0
Precision Production	0	0
Transportation and Material Moving	0	0
Visual and Performing Arts	5	0
TOTAL	188	0

Source: IPEDS Completions

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SCHOOL: SAINT AMBROSE UNIVERSITY

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Agribusiness and Agricultural Production	0	0
Agricultural Sciences	0	0
Renewable Natural Resources	0	0
Architecture and Environmental Design	0	0
Area and Ethnic Studies	0	0
Business and Management	142	93
Business (Administrative Support)	0	0
Marketing and Distribution	0	0
Communications	33	0
Communications Technologies	0	0
Computer and Information Sciences	16	0
Consumer, Personal and Miscellaneous Services	0	0
Education	27	0
Engineering	8	0
Engineering and Engineering Related Technologies	0	0
Foreign Languages	4	0
Allied Health	0	0
Health Sciences	0	0
Home Economics	0	0
Vocational Home Economics	0	0
Industrial Arts	0	0
Law	0	0
Letters	3	0
Liberal/General Studies	0	0
Library and Archival Sciences	0	0
Life Sciences	7	0
Mathematics	3	0
Military Sciences	0	0
Multi/Interdisciplinary Studies	14	0
Parks and Recreation	0	0

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SCHOOL: SAINT AMBROSE UNIVERSITY

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Leisure and Recreational Activities	0	0
Philosophy and Religion	2	0
Theology	1	0
Physical Sciences	1	0
Science Technologies	0	0
Psychology	19	0
Protective Services	20	0
Public Affairs	1	0
Social Sciences	26	0
Construction Trades	0	0
Mechanics and Repairers	0	0
Precision Production	0	0
Transportation and Material Moving	0	0
Visual and Performing Arts	12	0
TOTAL	339	93

Source: IPEDS Completions

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SCHOOL: SIMPSON COLLEGE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Agribusiness and Agricultural Production	0	0
Agricultural Sciences	0	0
Renewable Natural Resources	0	0
Architecture and Environmental Design	0	0
Area and Ethnic Studies	0	0
Business and Management	59	0
Business (Administrative Support)	0	0
Marketing and Distribution	0	0
Communications	12	0
Communications Technologies	0	0
Computer and Information Sciences	11	0
Consumer, Personal and Miscellaneous Services	0	0
Education	34	0
Engineering	1	0
Engineering and Engineering Related Technologies	0	0
Foreign Languages	4	0
Allied Health	0	0
Health Sciences	0	0
Home Economics	0	0
Vocational Home Economics	0	0
Industrial Arts	0	0
Law	0	0
Letters	6	0
Liberal/General Studies	0	0
Library and Archival Sciences	0	0
Life Sciences	12	0
Mathematics	6	0
Military Sciences	0	0
Multi/Interdisciplinary Studies	0	0
Parks and Recreation	0	0

Source: IPEDS Completions

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SCHOOL: SIMPSON COLLEGE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Leisure and Recreational Activities	0	0
Philosophy and Religion	1	0
Theology	0	0
Physical Sciences	1	0
Science Technologies	0	0
Psychology	4	0
Protective Services	8	0
Public Affairs	3	0
Social Sciences	14	0
Construction Trades	0	0
Mechanics and Repairers	0	0
Precision Production	0	0
Transportation and Material Moving	0	0
Visual and Performing Arts	17	0
TOTAL	193	0

Source: IPEDS Completions

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SCHOOL: UNIVERSITY OF DUBUQUE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Agribusiness and Agricultural Production	0	0
Agricultural Sciences	0	0
Renewable Natural Resources	0	0
Architecture and Environmental Design	0	0
Area and Ethnic Studies	0	0
Business and Management	45	20
Business (Administrative Support)	0	0
Marketing and Distribution	0	0
Communications	0	0
Communications Technologies	0	0
Computer and Information Sciences	16	0
Consumer, Personal and Miscellaneous Services	0	0
Education	27	0
Engineering	0	0
Engineering and Engineering Related Technologies	4	0
Foreign Languages	0	0
Allied Health	0	0
Health Sciences	26	36
Home Economics	0	0
Vocational Home Economics	0	0
Industrial Arts	0	0
Law	0	0
Letters	5	0
Liberal/General Studies	0	0
Library and Archival Sciences	0	0
Life Sciences	1	0
Mathematics	1	0
Military Sciences	0	0
Multi/Interdisciplinary Studies	3	0
Parks and Recreation	0	0

Source: IPEDS Completions

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DEGREES CONFERRED BY DISCIPLINE
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SCHOOL: UNIVERSITY OF DUBUQUE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Leisure and Recreational Activities	0	0
Philosophy and Religion	2	0
Theology	0	13
Physical Sciences	2	0
Science Technologies	0	0
Psychology	9	0
Protective Services	0	0
Public Affairs	0	0
Social Sciences	10	0
Construction Trades	0	0
Mechanics and Repairers	0	0
Precision Production	0	0
Transportation and Material Moving	13	0
Visual and Performing Arts	0	0
TOTAL	164	69

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: UPPER IOWA UNIVERSITY

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Agribusiness and Agricultural Production	0	0
Agricultural Sciences	0	0
Renewable Natural Resources	2	0
Architecture and Environmental Design	0	0
Area and Ethnic Studies	0	0
Business and Management	222	0
Business (Administrative Support)	0	0
Marketing and Distribution	0	0
Communications	0	0
Communications Technologies	0	0
Computer and Information Sciences	0	0
Consumer, Personal and Miscellaneous Services	0	0
Education	13	0
Engineering	0	0
Engineering and Engineering Related Technologies	0	0
Foreign Languages	0	0
Allied Health	0	0
Health Sciences	1	0
Home Economics	0	0
Vocational Home Economics	0	0
Industrial Arts	0	0
Law	0	0
Letters	5	0
Liberal/General Studies	1	0
Library and Archival Sciences	0	0
Life Sciences	3	0
Mathematics	1	0
Military Sciences	0	0
Multi/Interdisciplinary Studies	0	0
Parks and Recreation	4	0

Source: IPEDS Completions

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DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: UPPER IOWA UNIVERSITY

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Leisure and Recreational Activities	0	0
Philosophy and Religion	0	0
Theology	0	0
Physical Sciences	0	0
Science Technologies	0	0
Psychology	0	0
Protective Services	0	0
Public Affairs	11	0
Social Sciences	4	0
Construction Trades	0	0
Mechanics and Repairers	0	0
Precision Production	0	0
Transportation and Material Moving	0	0
Visual and Performing Arts	2	0
TOTAL	269	0

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: WARTBURG COLLEGE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Agribusiness and Agricultural Production	0	0
Agricultural Sciences	0	0
Renewable Natural Resources	0	0
Architecture and Environmental Design	0	0
Area and Ethnic Studies	0	0
Business and Management	63	0
Business (Administrative Support)	0	0
Marketing and Distribution	0	0
Communications	12	0
Communications Technologies	0	0
Computer and Information Sciences	19	0
Consumer, Personal and Miscellaneous Services	0	0
Education	41	0
Engineering	0	0
Engineering and Engineering Related Technologies	1	0
Foreign Languages	13	0
Allied Health	6	0
Health Sciences	0	0
Home Economics	0	0
Vocational Home Economics	0	0
Industrial Arts	0	0
Law	0	0
Letters	7	0
Liberal/General Studies	0	0
Library and Archival Sciences	0	0
Life Sciences	31	0
Mathematics	19	0
Military Sciences	0	0
Multi/Interdisciplinary Studies	0	0
Parks and Recreation	0	0

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: WARTBURG COLLEGE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Leisure and Recreational Activities	3	0
Philosophy and Religion	3	0
Theology	0	0
Physical Sciences	7	0
Science Technologies	0	0
Psychology	15	0
Protective Services	1	0
Public Affairs	16	0
Social Sciences	22	0
Construction Trades	0	0
Mechanics and Repairers	0	0
Precision Production	0	0
Transportation and Material Moving	0	0
Visual and Performing Arts	2	0
TOTAL	281	0

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: WESTMAR COLLEGE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Agribusiness and Agricultural Production	0	0
Agricultural Sciences	0	0
Renewable Natural Resources	0	0
Architecture and Environmental Design	0	0
Area and Ethnic Studies	0	0
Business and Management	34	0
Business (Administrative Support)	0	0
Marketing and Distribution	0	0
Communications	0	0
Communications Technologies	0	0
Computer and Information Sciences	3	0
Consumer, Personal and Miscellaneous Services	0	0
Education	20	0
Engineering	0	0
Engineering and Engineering Related Technologies	1	0
Foreign Languages	1	0
Allied Health	1	0
Health Sciences	0	0
Home Economics	0	0
Vocational Home Economics	6	0
Industrial Arts	2	0
Law	0	0
Letters	6	0
Liberal/General Studies	3	0
Library and Archival Sciences	0	0
Life Sciences	5	0
Mathematics	3	0
Military Sciences	0	0
Multi/Interdisciplinary Studies	9	0
Parks and Recreation	0	0

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: WESTMAR COLLEGE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Leisure and Recreational Activities	0	0
Philosophy and Religion	2	0
Theology	0	0
Physical Sciences	2	0
Science Technologies	0	0
Psychology	7	0
Protective Services	0	0
Public Affairs	0	0
Social Sciences	5	0
Construction Trades	0	0
Mechanics and Repairers	0	0
Precision Production	0	0
Transportation and Material Moving	0	0
Visual and Performing Arts	5	0
TOTAL	115	0

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: WILLIAM PENN COLLEGE

DISCIPLINE	UNDER- GRADUATE	GRADUATE PROF
Agribusiness and Agricultural Production	0	0
Agricultural Sciences	0	0
Renewable Natural Resources	0	0
Architecture and Environmental Design	0	0
Area and Ethnic Studies	0	0
Business and Management	20	0
Business (Administrative Support)	0	0
Marketing and Distribution	0	0
Communications	0	0
Communications Technologies	0	0
Computer and Information Sciences	5	0
Consumer, Personal and Miscellaneous Services	0	0
Education	38	0
Engineering	0	0
Engineering and Engineering Related Technologies	7	0
Foreign Languages	0	0
Allied Health	0	0
Health Sciences	0	0
Home Economics	5	0
Vocational Home Economics	0	0
Industrial Arts	0	0
Law	0	0
Letters	2	0
Liberal/General Studies	0	0
Library and Archival Sciences	0	0
Life Sciences	7	0
Mathematics	2	0
Military Sciences	0	0
Multi/Interdisciplinary Studies	0	0
Parks and Recreation	0	0

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE

1987-1988

SCHOOL: WILLIAM PENN COLLEGE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Leisure and Recreational Activities	0	0
Philosophy and Religion	0	0
Theology	0	0
Physical Sciences	0	0
Science Technologies	0	0
Psychology	3	0
Protective Services	0	0
Public Affairs	0	0
Social Sciences	5	0
Construction Trades	0	0
Mechanics and Repairers	0	0
Precision Production	0	0
Transportation and Material Moving	0	0
Visual and Performing Arts	0	0
TOTAL	94	0

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: DES MOINES COMMUNITY COLLEGE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Agribusiness and Agricultural Production	20	0
Agricultural Sciences	0	0
Renewable Natural Resources	0	0
Architecture and Environmental Design	0	0
Area and Ethnic Studies	0	0
Business and Management	57	0
Business (Administrative Support)	204	0
Marketing and Distribution	68	0
Communications	0	0
Communications Technologies	0	0
Computer and Information Sciences	0	0
Consumer, Personal and Miscellaneous Services	0	0
Education	0	0
Engineering	0	0
Engineering and Engineering Related Technologies	37	0
Foreign Languages	0	0
Allied Health	158	0
Health Sciences	154	0
Home Economics	0	0
Vocational Home Economics	153	0
Industrial Arts	0	0
Law	26	0
Letters	0	0
Liberal/General Studies	206	0
Library and Archival Sciences	0	0
Life Sciences	0	0
Mathematics	0	0
Military Sciences	0	0
Multi/Interdisciplinary Studies	0	0
Parks and Recreation	0	0

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: DES MOINES COMMUNITY COLLEGE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Leisure and Recreational Activities	0	0
Philosophy and Religion	0	0
Theology	0	0
Physical Sciences	0	0
Science Technologies	0	0
Psychology	0	0
Protective Services	18	0
Public Affairs	33	0
Social Sciences	0	0
Construction Trades	8	0
Mechanics and Repairers	103	0
Precision Production	90	0
Transportation and Material Moving	0	0
Visual and Performing Arts	0	0
TOTAL	1,335	0

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: EASTERN IOWA COMMUNITY COLLEGE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Agribusiness and Agricultural Production	6	0
Agricultural Sciences	0	0
Renewable Natural Resources	1	0
Architecture and Environmental Design	0	0
Area and Ethnic Studies	0	0
Business and Management	1	0
Business (Administrative Support)	82	0
Marketing and Distribution	0	0
Communications	0	0
Communications Technologies	0	0
Computer and Information Sciences	0	0
Consumer, Personal and Miscellaneous Services	0	0
Education	0	0
Engineering	0	0
Engineering and Engineering Related Technologies	13	0
Foreign Languages	0	0
Allied Health	20	0
Health Sciences	54	0
Home Economics	0	0
Vocational Home Economics	4	0
Industrial Arts	0	0
Law	0	0
Letters	0	0
Liberal/General Studies	262	0
Library and Archival Sciences	0	0
Life Sciences	0	0
Mathematics	0	0
Military Sciences	0	0
Multi/Interdisciplinary Studies	0	0
Parks and Recreation	0	0

Source: IPEDS Completions

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SCHOOL: EASTERN IOWA COMMUNITY COLLEGE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Leisure and Recreational Activities	0	0
Philosophy and Religion	0	0
Theology	0	0
Physical Sciences	0	0
Science Technologies	21	0
Psychology	0	0
Protective Services	5	0
Public Affairs	0	0
Social Sciences	0	0
Construction Trades	1	0
Mechanics and Repairers	46	0
Precision Production	14	0
Transportation and Material Moving	145	0
Visual and Performing Arts	0	0
TOTAL	675	0

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
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SCHOOL: ELLSWORTH COMMUNITY COLLEGE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Agribusiness and Agricultural Production	36	0
Agricultural Sciences	1	0
Renewable Natural Resources	6	0
Architecture and Environmental Design	0	0
Area and Ethnic Studies	0	0
Business and Management	0	0
Business (Administrative Support)	23	0
Marketing and Distribution	15	0
Communications	0	0
Communications Technologies	0	0
Computer and Information Sciences	0	0
Consumer, Personal and Miscellaneous Services	0	0
Education	0	0
Engineering	0	0
Engineering and Engineering Related Technologies	11	0
Foreign Languages	0	0
Allied Health	0	0
Health Sciences	0	0
Home Economics	0	0
Vocational Home Economics	44	0
Industrial Arts	0	0
Law	0	0
Letters	0	0
Liberal/General Studies	75	0
Library and Archival Sciences	0	0
Life Sciences	0	0
Mathematics	0	0
Military Sciences	0	0
Multi/Interdisciplinary Studies	0	0
Parks and Recreation	0	0

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: ELLSWORTH COMMUNITY COLLEGE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Leisure and Recreational Activities	0	0
Philosophy and Religion	0	0
Theology	0	0
Physical Sciences	0	0
Science Technologies	0	0
Psychology	0	0
Protective Services	4	0
Public Affairs	0	0
Social Sciences	0	0
Construction Trades	15	0
Mechanics and Repairers	0	0
Precision Production	2	0
Transportation and Material Moving	0	0
Visual and Performing Arts	0	0
TOTAL	232	0

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: HAWKEYE INST TECHNOLOGY

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Agribusiness and Agricultural Production	71	0
Agricultural Sciences	0	0
Renewable Natural Resources	0	0
Architecture and Environmental Design	0	0
Area and Ethnic Studies	0	0
Business and Management	0	0
Business (Administrative Support)	214	0
Marketing and Distribution	70	0
Communications	0	0
Communications Technologies	0	0
Computer and Information Sciences	0	0
Consumer, Personal and Miscellaneous Services	0	0
Education	17	0
Engineering	0	0
Engineering and Engineering Related Technologies	83	0
Foreign Languages	0	0
Allied Health	222	0
Health Sciences	35	0
Home Economics	0	0
Vocational Home Economics	24	0
Industrial Arts	0	0
Law	0	0
Letters	0	0
Liberal/General Studies	0	0
Library and Archival Sciences	0	0
Life Sciences	0	0
Mathematics	0	0
Military Sciences	0	0
Multi/Interdisciplinary Studies	0	0
Parks and Recreation	0	0

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: HAWKEYE INST TECHNOLOGY

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Leisure and Recreational Activities	0	0
Philosophy and Religion	0	0
Theology	0	0
Physical Sciences	0	0
Science Technologies	0	0
Psychology	0	0
Protective Services	53	0
Public Affairs	0	0
Social Sciences	0	0
Construction Trades	0	0
Mechanics and Repairers	115	0
Precision Production	148	0
Transportation and Material Moving	59	0
Visual and Performing Arts	0	0
TOTAL	1,111	0

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: INDIAN HILLS COMMUNITY COLLEGE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Agribusiness and Agricultural Production	15	0
Agricultural Sciences	0	0
Renewable Natural Resources	0	0
Architecture and Environmental Design	0	0
Area and Ethnic Studies	0	0
Business and Management	0	0
Business (Administrative Support)	91	0
Marketing and Distribution	0	0
Communications	0	0
Communications Technologies	0	0
Computer and Information Sciences	0	0
Consumer, Personal and Miscellaneous Services	0	0
Education	0	0
Engineering	0	0
Engineering and Engineering Related Technologies	118	0
Foreign Languages	0	0
Allied Health	116	0
Health Sciences	62	0
Home Economics	0	0
Vocational Home Economics	15	0
Industrial Arts	0	0
Law	0	0
Letters	0	0
Liberal/General Studies	246	0
Library and Archival Sciences	0	0
Life Sciences	0	0
Mathematics	0	0
Military Sciences	0	0
Multi/Interdisciplinary Studies	0	0
Parks and Recreation	0	0

Source: IPEDS Completions

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SCHOOL: INDIAN HILLS COMMUNITY COLLEGE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Leisure and Recreational Activities	0	0
Philosophy and Religion	0	0
Theology	0	0
Physical Sciences	0	0
Science Technologies	0	0
Psychology	0	0
Protective Services	10	0
Public Affairs	0	0
Social Sciences	0	0
Construction Trades	9	0
Mechanics and Repairers	120	0
Precision Production	38	0
Transportation and Material Moving	0	0
Visual and Performing Arts	0	0
TOTAL	840	0

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: IOWA CENTRAL COMMUNITY COLLEGE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Agribusiness and Agricultural Production	2	0
Agricultural Sciences	0	0
Renewable Natural Resources	0	0
Architecture and Environmental Design	0	0
Area and Ethnic Studies	0	0
Business and Management	2	0
Business (Administrative Support)	26	0
Marketing and Distribution	12	0
Communications	8	0
Communications Technologies	11	0
Computer and Information Sciences	7	0
Consumer, Personal and Miscellaneous Services	0	0
Education	0	0
Engineering	0	0
Engineering and Engineering Related Technologies	7	0
Foreign Languages	0	0
Allied Health	39	0
Health Sciences	131	0
Home Economics	0	0
Vocational Home Economics	3	0
Industrial Arts	0	0
Law	0	0
Letters	0	0
Liberal/General Studies	166	0
Library and Archival Sciences	0	0
Life Sciences	0	0
Mathematics	0	0
Military Sciences	0	0
Multi/Interdisciplinary Studies	0	0
Parks and Recreation	0	0

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: IOWA CENTRAL COMMUNITY COLLEGE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Leisure and Recreational Activities	0	0
Philosophy and Religion	0	0
Theology	0	0
Physical Sciences	0	0
Science Technologies	0	0
Psychology	0	0
Protective Services	12	0
Public Affairs	3	0
Social Sciences	0	0
Construction Trades	11	0
Mechanics and Repairers	8	0
Precision Production	15	0
Transportation and Material Moving	0	0
Visual and Performing Arts	0	0
TOTAL	463	0

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: IOWA LAKES COMMUNITY COLLEGE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Agribusiness and Agricultural Production	42	0
Agricultural Sciences	0	0
Renewable Natural Resources	0	0
Architecture and Environmental Design	0	0
Area and Ethnic Studies	0	0
Business and Management	36	0
Business (Administrative Support)	48	0
Marketing and Distribution	10	0
Communications	0	0
Communications Technologies	0	0
Computer and Information Sciences	4	0
Consumer, Personal and Miscellaneous Services	0	0
Education	0	0
Engineering	0	0
Engineering and Engineering Related Technologies	14	0
Foreign Languages	0	0
Allied Health	33	0
Health Sciences	34	0
Home Economics	0	0
Vocational Home Economics	0	0
Industrial Arts	0	0
Law	6	0
Letters	0	0
Liberal/General Studies	97	0
Library and Archival Sciences	0	0
Life Sciences	0	0
Mathematics	0	0
Military Sciences	0	0
Multi/Interdisciplinary Studies	0	0
Parks and Recreation	0	0

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: IOWA LAKES COMMUNITY COLLEGE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Leisure and Recreational Activities	0	0
Philosophy and Religion	0	0
Theology	0	0
Physical Sciences	0	0
Science Technologies	0	0
Psychology	0	0
Protective Services	8	0
Public Affairs	0	0
Social Sciences	0	0
Construction Trades	4	0
Mechanics and Repairers	43	0
Precision Production	8	0
Transportation and Material Moving	0	0
Visual and Performing Arts	0	0
TOTAL	387	0

293

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Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: IOWA WESTERN COMMUNITY COLLEGE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Agribusiness and Agricultural Production	6	0
Agricultural Sciences	0	0
Renewable Natural Resources	0	0
Architecture and Environmental Design	0	0
Area and Ethnic Studies	0	0
Business and Management	0	0
Business (Administrative Support)	89	0
Marketing and Distribution	23	0
Communications	0	0
Communications Technologies	0	0
Computer and Information Sciences	15	0
Consumer, Personal and Miscellaneous Services	0	0
Education	0	0
Engineering	0	0
Engineering and Engineering Related Technologies	50	0
Foreign Languages	0	0
Allied Health	66	0
Health Sciences	42	0
Home Economics	0	0
Vocational Home Economics	45	0
Industrial Arts	0	0
Law	0	0
Letters	0	0
Liberal/General Studies	207	0
Library and Archival Sciences	0	0
Life Sciences	0	0
Mathematics	0	0
Military Sciences	0	0
Multi/Interdisciplinary Studies	0	0
Parks and Recreation	0	0

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: IOWA WESTERN COMMUNITY COLLEGE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Leisure and Recreational Activities	0	0
Philosophy and Religion	0	0
Theology	0	0
Physical Sciences	0	0
Science Technologies	0	0
Psychology	0	0
Protective Services	5	0
Public Affairs	16	0
Social Sciences	0	0
Construction Trades	8	0
Mechanics and Repairers	38	0
Precision Production	37	0
Transportation and Material Moving	0	0
Visual and Performing Arts	0	0
TOTAL	647	0

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: KIRKWOOD COMMUNITY COLLEGE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Agribusiness and Agricultural Production	171	0
Agricultural Sciences	0	0
Renewable Natural Resources	19	0
Architecture and Environmental Design	0	0
Area and Ethnic Studies	0	0
Business and Management	39	0
Business (Administrative Support)	230	0
Marketing and Distribution	60	0
Communications	0	0
Communications Technologies	0	0
Computer and Information Sciences	0	0
Consumer, Personal and Miscellaneous Services	0	0
Education	0	0
Engineering	0	0
Engineering and Engineering Related Technologies	83	0
Foreign Languages	0	0
Allied Health	173	0
Health Sciences	72	0
Home Economics	0	0
Vocational Home Economics	42	0
Industrial Arts	0	0
Law	37	0
Letters	0	0
Liberal/General Studies	293	0
Library and Archival Sciences	0	0
Life Sciences	0	0
Mathematics	0	0
Military Sciences	0	0
Multi/Interdisciplinary Studies	0	0
Parks and Recreation	0	0

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: KIRKWOOD COMMUNITY COLLEGE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Leisure and Recreational Activities	0	0
Philosophy and Religion	0	0
Theology	0	0
Physical Sciences	0	0
Science Technologies	0	0
Psychology	0	0
Protective Services	44	0
Public Affairs	16	0
Social Sciences	0	0
Construction Trades	7	0
Mechanics and Repairers	80	0
Precision Production	44	0
Transportation and Material Moving	146	0
Visual and Performing Arts	0	0
TOTAL	1,556	0

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: MARSHALLTOWN COMMUNITY COLLEGE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Agribusiness and Agricultural Production	0	0
Agricultural Sciences	0	0
Renewable Natural Resources	0	0
Architecture and Environmental Design	0	0
Area and Ethnic Studies	0	0
Business and Management	12	0
Business (Administrative Support)	44	0
Marketing and Distribution	0	0
Communications	0	0
Communications Technologies	0	0
Computer and Information Sciences	0	0
Consumer, Personal and Miscellaneous Services	0	0
Education	0	0
Engineering	0	0
Engineering and Engineering Related Technologies	9	0
Foreign Languages	0	0
Allied Health	63	0
Health Sciences	23	0
Home Economics	0	0
Vocational Home Economics	2	0
Industrial Arts	0	0
Law	0	0
Letters	0	0
Liberal/General Studies	130	0
Library and Archival Sciences	0	0
Life Sciences	0	0
Mathematics	0	0
Military Sciences	0	0
Multi/Interdisciplinary Studies	0	0
Parks and Recreation	0	0

Source: IPEDS Completions

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SCHOOL: MARSHALLTOWN COMMUNITY COLLEGE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Leisure and Recreational Activities	0	0
Philosophy and Religion	0	0
Theology	0	0
Physical Sciences	0	0
Science Technologies	0	0
Psychology	0	0
Protective Services	0	0
Public Affairs	1	0
Social Sciences	0	0
Construction Trades	0	0
Mechanics and Repairers	0	0
Precision Production	6	0
Transportation and Material Moving	0	0
Visual and Performing Arts	0	0
TOTAL	290	0

Source: IPEDS Completions

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DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: NORTH IOWA AREA COMMUNITY COLLEGE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Agribusiness and Agricultural Production	17	0
Agricultural Sciences	0	0
Renewable Natural Resources	0	0
Architecture and Environmental Design	0	0
Area and Ethnic Studies	0	0
Business and Management	0	0
Business (Administrative Support)	55	0
Marketing and Distribution	23	0
Communications	0	0
Communications Technologies	0	0
Computer and Information Sciences	0	0
Consumer, Personal and Miscellaneous Services	0	0
Education	0	0
Engineering	0	0
Engineering and Engineering Related Technologies	25	0
Foreign Languages	0	0
Allied Health	133	0
Health Sciences	37	0
Home Economics	0	0
Vocational Home Economics	18	0
Industrial Arts	0	0
Law	0	0
Letters	0	0
Liberal/General Studies	291	0
Library and Archival Sciences	0	0
Life Sciences	0	0
Mathematics	0	0
Military Sciences	0	0
Multi/Interdisciplinary Studies	0	0
Parks and Recreation	0	0

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: NORTH IOWA AREA COMMUNITY COLLEGE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Leisure and Recreational Activities	0	0
Philosophy and Religion	0	0
Theology	0	0
Physical Sciences	0	0
Science Technologies	0	0
Psychology	0	0
Protective Services	14	0
Public Affairs	0	0
Social Sciences	0	0
Construction Trades	2	0
Mechanics and Repairers	37	0
Precision Production	7	0
Transportation and Material Moving	0	0
Visual and Performing Arts	0	0
TOTAL	659	0

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: NORTHEAST IOWA TECHNICAL INSTITUTE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Agribusiness and Agricultural Production	20	0
Agricultural Sciences	0	0
Renewable Natural Resources	0	0
Architecture and Environmental Design	0	0
Area and Ethnic Studies	0	0
Business and Management	0	0
Business (Administrative Support)	163	0
Marketing and Distribution	15	0
Communications	0	0
Communications Technologies	0	0
Computer and Information Sciences	0	0
Consumer, Personal and Miscellaneous Services	13	0
Education	0	0
Engineering	0	0
Engineering and Engineering Related Technologies	25	0
Foreign Languages	0	0
Allied Health	25	0
Health Sciences	67	0
Home Economics	0	0
Vocational Home Economics	40	0
Industrial Arts	0	0
Law	0	0
Letters	0	0
Liberal/General Studies	0	0
Library and Archival Sciences	0	0
Life Sciences	0	0
Mathematics	0	0
Military Sciences	0	0
Multi/Interdisciplinary Studies	0	0
Parks and Recreation	0	0

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: NORTHEAST IOWA TECHNICAL INSTITUTE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Leisure and Recreational Activities	0	0
Philosophy and Religion	0	0
Theology	0	0
Physical Sciences	0	0
Science Technologies	0	0
Psychology	0	0
Protective Services	1	0
Public Affairs	0	0
Social Sciences	0	0
Construction Trades	32	0
Mechanics and Repairers	42	0
Precision Production	8	0
Transportation and Material Moving	0	0
Visual and Performing Arts	0	0
TOTAL	451	0

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: NORTHWEST IOWA TECHNICAL COLLEGE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Agribusiness and Agricultural Production	6	0
Agricultural Sciences	0	0
Renewable Natural Resources	0	0
Architecture and Environmental Design	0	0
Area and Ethnic Studies	0	0
Business and Management	0	0
Business (Administrative Support)	37	0
Marketing and Distribution	13	0
Communications	0	0
Communications Technologies	0	0
Computer and Information Sciences	0	0
Consumer, Personal and Miscellaneous Services	0	0
Education	0	0
Engineering	0	0
Engineering and Engineering Related Technologies	31	0
Foreign Languages	0	0
Allied Health	7	0
Health Sciences	0	0
Home Economics	0	0
Vocational Home Economics	0	0
Industrial Arts	0	0
Law	0	0
Letters	0	0
Liberal/General Studies	0	0
Library and Archival Sciences	0	0
Life Sciences	0	0
Mathematics	0	0
Military Sciences	0	0
Multi/Interdisciplinary Studies	0	0
Parks and Recreation	0	0

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: NORTHWEST IOWA TECHNICAL COLLEGE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Leisure and Recreational Activities	0	0
Philosophy and Religion	0	0
Theology	0	0
Physical Sciences	0	0
Science Technologies	0	0
Psychology	0	0
Protective Services	0	0
Public Affairs	0	0
Social Sciences	0	0
Construction Trades	46	0
Mechanics and Repairers	39	0
Precision Production	16	0
Transportation and Material Moving	14	0
Visual and Performing Arts	0	0
TOTAL	209	0

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: SOUTHEASTERN COMMUNITY COLLEGE

DISCIPLINE	UNDER- GRADUATE	GRADUATE PROF
Agribusiness and Agricultural Production	5	0
Agricultural Sciences	0	0
Renewable Natural Resources	0	0
Architecture and Environmental Design	0	0
Area and Ethnic Studies	0	0
Business and Management	0	0
Business (Administrative Support)	50	0
Marketing and Distribution	0	0
Communications	0	0
Communications Technologies	0	0
Computer and Information Sciences	0	0
Consumer, Personal and Miscellaneous Services	33	0
Education	0	0
Engineering	6	0
Engineering and Engineering Related Technologies	10	0
Foreign Languages	0	0
Allied Health	59	0
Health Sciences	46	0
Home Economics	0	0
Vocational Home Economics	10	0
Industrial Arts	0	0
Law	0	0
Letters	0	0
Liberal/General Studies	171	0
Library and Archival Sciences	0	0
Life Sciences	0	0
Mathematics	0	0
Military Sciences	0	0
Multi/Interdisciplinary Studies	0	0
Parks and Recreation	0	0

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: SOUTHEASTERN COMMUNITY COLLEGE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Leisure and Recreational Activities	0	0
Philosophy and Religion	0	0
Theology	0	0
Physical Sciences	0	0
Science Technologies	0	0
Psychology	0	0
Protective Services	0	0
Public Affairs	0	0
Social Sciences	0	0
Construction Trades	0	0
Mechanics and Repairers	48	0
Precision Production	37	0
Transportation and Material Moving	0	0
Visual and Performing Arts	0	0
TOTAL	475	0

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: SOUTHWESTERN COMMUNITY COLLEGE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Agribusiness and Agricultural Production	5	0
Agricultural Sciences	0	0
Renewable Natural Resources	0	0
Architecture and Environmental Design	0	0
Area and Ethnic Studies	0	0
Business and Management	10	0
Business (Administrative Support)	42	0
Marketing and Distribution	0	0
Communications	0	0
Communications Technologies	0	0
Computer and Information Sciences	7	0
Consumer, Personal and Miscellaneous Services	0	0
Education	0	0
Engineering	0	0
Engineering and Engineering Related Technologies	11	0
Foreign Languages	0	0
Allied Health	19	0
Health Sciences	21	0
Home Economics	0	0
Vocational Home Economics	0	0
Industrial Arts	0	0
Law	0	0
Letters	0	0
Liberal/General Studies	69	0
Library and Archival Sciences	0	0
Life Sciences	0	0
Mathematics	0	0
Military Sciences	0	0
Multi/Interdisciplinary Studies	0	0
Parks and Recreation	0	0

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: SOUTHWESTERN COMMUNITY COLLEGE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Leisure and Recreational Activities	0	0
Philosophy and Religion	0	0
Theology	0	0
Physical Sciences	0	0
Science Technologies	0	0
Psychology	0	0
Protective Services	0	0
Public Affairs	0	0
Social Sciences	0	0
Construction Trades	12	0
Mechanics and Repairers	40	0
Precision Production	10	0
Transportation and Material Moving	0	0
Visual and Performing Arts	0	0
TOTAL	246	0

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: WESTERN IOWA TECH

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Agribusiness and Agricultural Production	42	0
Agricultural Sciences	0	0
Renewable Natural Resources	0	0
Architecture and Environmental Design	0	0
Area and Ethnic Studies	0	0
Business and Management	47	0
Business (Administrative Support)	133	0
Marketing and Distribution	23	0
Communications	0	0
Communications Technologies	0	0
Computer and Information Sciences	66	0
Consumer, Personal and Miscellaneous Services	0	0
Education	0	0
Engineering	0	0
Engineering and Engineering Related Technologies	83	0
Foreign Languages	0	0
Allied Health	133	0
Health Sciences	0	0
Home Economics	0	0
Vocational Home Economics	0	0
Industrial Arts	0	0
Law	0	0
Letters	0	0
Liberal/General Studies	0	0
Library and Archival Sciences	0	0
Life Sciences	0	0
Mathematics	0	0
Military Sciences	0	0
Multi/Interdisciplinary Studies	0	0
Parks and Recreation	0	0

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Source: IPEDS Completions

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DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: WESTERN IOWA TECH

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Leisure and Recreational Activities	0	0
Philosophy and Religion	0	0
Theology	0	0
Physical Sciences	0	0
Science Technologies	0	0
Psychology	0	0
Protective Services	21	0
Public Affairs	0	0
Social Sciences	0	0
Construction Trades	43	0
Mechanics and Repairers	196	0
Precision Production	75	0
Transportation and Material Moving	0	0
Visual and Performing Arts	0	0
TOTAL	862	0

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: ALLEN MEMORIAL HOSPITAL SCHOOL OF NURSING ED

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Agribusiness and Agricultural Production	0	0
Agricultural Sciences	0	0
Renewable Natural Resources	0	0
Architecture and Environmental Design	0	0
Area and Ethnic Studies	0	0
Business and Management	0	0
Business (Administrative Support)	0	0
Marketing and Distribution	0	0
Communications	0	0
Communications Technologies	0	0
Computer and Information Sciences	0	0
Consumer, Personal and Miscellaneous Services	0	0
Education	0	0
Engineering	0	0
Engineering and Engineering Related Technologies	0	0
Foreign Languages	0	0
Allied Health	0	0
Health Sciences	20	0
Home Economics	0	0
Vocational Home Economics	0	0
Industrial Arts	0	0
Law	0	0
Letters	0	0
Liberal/General Studies	0	0
Library and Archival Sciences	0	0
Life Sciences	0	0
Mathematics	0	0
Military Sciences	0	0
Multi/Interdisciplinary Studies	0	0
Parks and Recreation	0	0

Source: IPEDS Completions

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DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: ALLEN MEMORIAL HOSPITAL SCHOOL OF NURSING ED

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Leisure and Recreational Activities	0	0
Philosophy and Religion	0	0
Theology	0	0
Physical Sciences	0	0
Science Technologies	0	0
Psychology	0	0
Protective Services	0	0
Public Affairs	0	0
Social Sciences	0	0
Construction Trades	0	0
Mechanics and Repairers	0	0
Precision Production	0	0
Transportation and Material Moving	0	0
Visual and Performing Arts	0	0
TOTAL	20	0

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: AMERICAN INSTITUTE OF BUSINESS

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Agribusiness and Agricultural Production	0	0
Agricultural Sciences	0	0
Renewable Natural Resources	0	0
Architecture and Environmental Design	0	0
Area and Ethnic Studies	0	0
Business and Management	176	0
Business (Administrative Support)	121	0
Marketing and Distribution	0	0
Communications	0	0
Communications Technologies	0	0
Computer and Information Sciences	25	0
Consumer, Personal and Miscellaneous Services	0	0
Education	0	0
Engineering	0	0
Engineering and Engineering Related Technologies	0	0
Foreign Languages	0	0
Allied Health	0	0
Health Sciences	0	0
Home Economics	0	0
Vocational Home Economics	0	0
Industrial Arts	0	0
Law	0	0
Letters	0	0
Liberal/General Studies	0	0
Library and Archival Sciences	0	0
Life Sciences	0	0
Mathematics	0	0
Military Sciences	0	0
Multi/Interdisciplinary Studies	0	0
Parks and Recreation	0	0

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Source: IPEDS Completions

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DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: AMERICAN INSTITUTE OF BUSINESS

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Leisure and Recreational Activities	0	0
Philosophy and Religion	0	0
Theology	0	0
Physical Sciences	0	0
Science Technologies	0	0
Psychology	0	0
Protective Services	0	0
Public Affairs	0	0
Social Sciences	0	0
Construction Trades	0	0
Mechanics and Repairers	0	0
Precision Production	0	0
Transportation and Material Moving	0	0
Visual and Performing Arts	0	0
TOTAL	322	0

Source: IPEDS Completions

337

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DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: AMERICAN INSTITUTE OF COMMERCE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Agribusiness and Agricultural Production	0	0
Agricultural Sciences	0	0
Renewable Natural Resources	0	0
Architecture and Environmental Design	0	0
Area and Ethnic Studies	0	0
Business and Management	5	0
Business (Administrative Support)	172	0
Marketing and Distribution	135	0
Communications	32	0
Communications Technologies	0	0
Computer and Information Sciences	16	0
Consumer, Personal and Miscellaneous Services	0	0
Education	0	0
Engineering	0	0
Engineering and Engineering Related Technologies	0	0
Foreign Languages	0	0
Allied Health	19	0
Health Sciences	0	0
Home Economics	0	0
Vocational Home Economics	0	0
Industrial Arts	0	0
Law	0	0
Letters	0	0
Liberal/General Studies	0	0
Library and Archival Sciences	0	0
Life Sciences	0	0
Mathematics	0	0
Military Sciences	0	0
Multi/Interdisciplinary Studies	0	0
Parks and Recreation	0	0

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: AMERICAN INSTITUTE OF COMMERCE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Leisure and Recreational Activities	0	0
Philosophy and Religion	0	0
Theology	0	0
Physical Sciences	0	0
Science Technologies	0	0
Psychology	0	0
Protective Services	0	0
Public Affairs	0	0
Social Sciences	0	0
Construction Trades	0	0
Mechanics and Repairers	0	0
Precision Production	0	0
Transportation and Material Moving	0	0
Visual and Performing Arts	0	0
TOTAL	379	0

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: FAITH BAPTIST BIBLE COLLEGE AND SEMINARY

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Agribusiness and Agricultural Production	0	0
Agricultural Sciences	0	0
Renewable Natural Resources	0	2
Architecture and Environmental Design	0	0
Area and Ethnic Studies	0	0
Business and Management	0	0
Business (Administrative Support)	10	0
Marketing and Distribution	0	0
Communications	0	0
Communications Technologies	0	0
Computer and Information Sciences	0	0
Consumer, Personal and Miscellaneous Services	0	0
Education	11	0
Engineering	0	0
Engineering and Engineering Related Technologies	0	0
Foreign Languages	0	0
Allied Health	0	0
Health Sciences	0	0
Home Economics	0	0
Vocational Home Economics	0	0
Industrial Arts	0	0
Law	0	0
Letters	0	0
Liberal/General Studies	0	0
Library and Archival Sciences	0	0
Life Sciences	0	0
Mathematics	0	0
Military Sciences	0	0
Multi/Interdisciplinary Studies	0	0
Parks and Recreation	0	0

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: FAITH BAPTIST BIBLE COLLEGE AND SEMINARY

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Leisure and Recreational Activities	0	0
Philosophy and Religion	0	0
Theology	27	4
Physical Sciences	0	0
Science Technologies	0	0
Psychology	0	0
Protective Services	0	0
Public Affairs	0	0
Social Sciences	0	0
Construction Trades	0	0
Mechanics and Repairers	0	0
Precision Production	0	0
Transportation and Material Moving	0	0
Visual and Performing Arts	0	0
TOTAL	48	6

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: HAMILTON BUSINESS COLLEGE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Agribusiness and Agricultural Production	0	0
Agricultural Sciences	0	0
Renewable Natural Resources	0	0
Architecture and Environmental Design	0	0
Area and Ethnic Studies	0	0
Business and Management	106	0
Business (Administrative Support)	218	0
Marketing and Distribution	0	0
Communications	0	0
Communications Technologies	0	0
Computer and Information Sciences	0	0
Consumer, Personal and Miscellaneous Services	0	0
Education	0	0
Engineering	0	0
Engineering and Engineering Related Technologies	0	0
Foreign Languages	0	0
Allied Health	0	0
Health Sciences	0	0
Home Economics	0	0
Vocational Home Economics	0	0
Industrial Arts	0	0
Law	0	0
Letters	0	0
Liberal/General Studies	0	0
Library and Archival Sciences	0	0
Life Sciences	0	0
Mathematics	0	0
Military Sciences	0	0
Multi/Interdisciplinary Studies	0	0
Parks and Recreation	0	0

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: HAMILTON BUSINESS COLLEGE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Leisure and Recreational Activities	0	0
Philosophy and Religion	0	0
Theology	0	0
Physical Sciences	0	0
Science Technologies	0	0
Psychology	0	0
Protective Services	0	0
Public Affairs	0	0
Social Sciences	0	0
Construction Trades	0	0
Mechanics and Repairers	0	0
Precision Production	0	0
Transportation and Material Moving	0	0
Visual and Performing Arts	0	0
TOTAL	324	0

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: IOWA METHODIST SCHOOL OF NURSING

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Agribusiness and Agricultural Production	0	0
Agricultural Sciences	0	0
Renewable Natural Resources	0	0
Architecture and Environmental Design	0	0
Area and Ethnic Studies	0	0
Business and Management	0	0
Business (Administrative Support)	0	0
Marketing and Distribution	0	0
Communications	0	0
Communications Technologies	0	0
Computer and Information Sciences	0	0
Consumer, Personal and Miscellaneous Services	0	0
Education	0	0
Engineering	0	0
Engineering and Engineering Related Technologies	0	0
Foreign Languages	0	0
Allied Health	0	0
Health Sciences	38	0
Home Economics	0	0
Vocational Home Economics	0	0
Industrial Arts	0	0
Law	0	0
Letters	0	0
Liberal/General Studies	0	0
Library and Archival Sciences	0	0
Life Sciences	0	0
Mathematics	0	0
Military Sciences	0	0
Multi/Interdisciplinary Studies	0	0
Parks and Recreation	0	0

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: IOWA METHODIST SCHOOL OF NURSING

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Leisure and Recreational Activities	0	0
Philosophy and Religion	0	0
Theology	0	0
Physical Sciences	0	0
Science Technologies	0	0
Psychology	0	0
Protective Services	0	0
Public Affairs	0	0
Social Sciences	0	0
Construction Trades	0	0
Mechanics and Repairers	0	0
Precision Production	0	0
Transportation and Material Moving	0	0
Visual and Performing Arts	0	0
TOTAL	38	0

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: JENNIE EDMUNDSON MEM HOSP SCH OF NURSING

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Agribusiness and Agricultural Production	0	0
Agricultural Sciences	0	0
Renewable Natural Resources	0	0
Architecture and Environmental Design	0	0
Area and Ethnic Studies	0	0
Business and Management	0	0
Business (Administrative Support)	0	0
Marketing and Distribution	0	0
Communications	0	0
Communications Technologies	0	0
Computer and Information Sciences	0	0
Consumer, Personal and Miscellaneous Services	0	0
Education	0	0
Engineering	0	0
Engineering and Engineering Related Technologies	0	0
Foreign Languages	0	0
Allied Health	0	0
Health Sciences	10	0
Home Economics	0	0
Vocational Home Economics	0	0
Industrial Arts	0	0
Law	0	0
Letters	0	0
Liberal/General Studies	0	0
Library and Archival Sciences	0	0
Life Sciences	0	0
Mathematics	0	0
Military Sciences	0	0
Multi/Interdisciplinary Studies	0	0
Parks and Recreation	0	0

Source: IPEDS Completions

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DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: JENNIE EDMUNDSON MEM HOSP SCH OF NURSING

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Leisure and Recreational Activities	0	0
Philosophy and Religion	0	0
Theology	0	0
Physical Sciences	0	0
Science Technologies	0	0
Psychology	0	0
Protective Services	0	0
Public Affairs	0	0
Social Sciences	0	0
Construction Trades	0	0
Mechanics and Repairers	0	0
Precision Production	0	0
Transportation and Material Moving	0	0
Visual and Performing Arts	0	0
TOTAL	10	0

Source: IPEDS Completions

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DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: MERCY HOSPITAL MEDICAL CENTER SCHOOL OF NURSING

DISCIPLINE	UNDER- GRADUATE	GRADUATE PROF
Agribusiness and Agricultural Production	0	0
Agricultural Sciences	0	0
Renewable Natural Resources	0	0
Architecture and Environmental Design	0	0
Area and Ethnic Studies	0	0
Business and Management	0	0
Business (Administrative Support)	0	0
Marketing and Distribution	0	0
Communications	0	0
Communications Technologies	0	0
Computer and Information Sciences	0	0
Consumer, Personal and Miscellaneous Services	0	0
Education	0	0
Engineering	0	0
Engineering and Engineering Related Technologies	0	0
Foreign Languages	0	0
Allied Health	0	0
Health Sciences	26	0
Home Economics	0	0
Vocational Home Economics	0	0
Industrial Arts	0	0
Law	0	0
Letters	0	0
Liberal/General Studies	0	0
Library and Archival Sciences	0	0
Life Sciences	0	0
Mathematics	0	0
Military Sciences	0	0
Multi/Interdisciplinary Studies	0	0
Parks and Recreation	0	0

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: MERCY HOSPITAL MEDICAL CENTER SCHOOL OF NURSING

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Leisure and Recreational Activities	0	0
Philosophy and Religion	0	0
Theology	0	0
Physical Sciences	0	0
Science Technologies	0	0
Psychology	0	0
Protective Services	0	0
Public Affairs	0	0
Social Sciences	0	0
Construction Trades	0	0
Mechanics and Repairers	0	0
Precision Production	0	0
Transportation and Material Moving	0	0
Visual and Performing Arts	0	0
TOTAL	26	0

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: PALMER COLLEGE OF CHIROPRACTIC

DISCIPLINE	UNDER- GRADUATE	GRADUATE PROF
Agribusiness and Agricultural Production	0	0
Agricultural Sciences	0	0
Renewable Natural Resources	0	0
Architecture and Environmental Design	0	0
Area and Ethnic Studies	0	0
Business and Management	0	0
Business (Administrative Support)	0	0
Marketing and Distribution	0	0
Communications	0	0
Communications Technologies	0	0
Computer and Information Sciences	0	0
Consumer, Personal and Miscellaneous Services	0	0
Education	0	0
Engineering	0	0
Engineering and Engineering Related Technologies	0	0
Foreign Languages	0	0
Allied Health	56	0
Health Sciences	0	502
Home Economics	0	0
Vocational Home Economics	0	0
Industrial Arts	0	0
Law	0	0
Letters	0	0
Liberal/General Studies	0	0
Library and Archival Sciences	0	0
Life Sciences	0	0
Mathematics	0	0
Military Sciences	0	0
Multi/Interdisciplinary Studies	73	0
Parks and Recreation	0	0

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: PALMER COLLEGE OF CHIROPRACTIC

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Leisure and Recreational Activities	0	0
Philosophy and Religion	0	0
Theology	0	0
Physical Sciences	0	0
Science Technologies	0	0
Psychology	0	0
Protective Services	0	0
Public Affairs	0	0
Social Sciences	0	0
Construction Trades	0	0
Mechanics and Repairers	0	0
Precision Production	0	0
Transportation and Material Moving	0	0
Visual and Performing Arts	0	0
TOTAL	129	502

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: SAINT LUKE'S SCHOOL OF NURSING

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Agribusiness and Agricultural Production	0	0
Agricultural Sciences	0	0
Renewable Natural Resources	0	0
Architecture and Environmental Design	0	0
Area and Ethnic Studies	0	0
Business and Management	0	0
Business (Administrative Support)	0	0
Marketing and Distribution	0	0
Communications	0	0
Communications Technologies	0	0
Computer and Information Sciences	0	0
Consumer, Personal and Miscellaneous Services	0	0
Education	0	0
Engineering	0	0
Engineering and Engineering Related Technologies	0	0
Foreign Languages	0	0
Allied Health	0	0
Health Sciences	20	0
Home Economics	0	0
Vocational Home Economics	0	0
Industrial Arts	0	0
Law	0	0
Letters	0	0
Liberal/General Studies	0	0
Library and Archival Sciences	0	0
Life Sciences	0	0
Mathematics	0	0
Military Sciences	0	0
Multi/Interdisciplinary Studies	0	0
Parks and Recreation	0	0

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: SAINT LUKE'S SCHOOL OF NURSING

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Leisure and Recreational Activities	0	0
Philosophy and Religion	0	0
Theology	0	0
Physical Sciences	0	0
Science Technologies	0	0
Psychology	0	0
Protective Services	0	0
Public Affairs	0	0
Social Sciences	0	0
Construction Trades	0	0
Mechanics and Repairers	[illegible]	0
Precision Production	0	0
Transportation and Material Moving	0	0
Visual and Performing Arts	0	0
TOTAL	20	0

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: SPENCER SCHOOL OF BUSINESS

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Agribusiness and Agricultural Production	0	0
Agricultural Sciences	0	0
Renewable Natural Resources	0	0
Architecture and Environmental Design	0	0
Area and Ethnic Studies	0	0
Business and Management	93	0
Business (Administrative Support)	35	0
Marketing and Distribution	13	0
Communications	0	0
Communications Technologies	0	0
Computer and Information Sciences	0	0
Consumer, Personal and Miscellaneous Services	0	0
Education	0	0
Engineering	0	0
Engineering and Engineering Related Technologies	0	0
Foreign Languages	0	0
Allied Health	6	0
Health Sciences	0	0
Home Economics	0	0
Vocational Home Economics	0	0
Industrial Arts	0	0
Law	0	0
Letters	0	0
Liberal/General Studies	0	0
Library and Archival Sciences	0	0
Life Sciences	0	0
Mathematics	0	0
Military Sciences	0	0
Multi/Interdisciplinary Studies	0	0
Parks and Recreation	0	0

Source: IPEDS Completions

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DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: SPENCER SCHOOL OF BUSINESS

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Leisure and Recreational Activities	0	0
Philosophy and Religion	0	0
Theology	0	0
Physical Sciences	0	0
Science Technologies	0	0
Psychology	0	0
Protective Services	0	0
Public Affairs	0	0
Social Sciences	0	0
Construction Trades	0	0
Mechanics and Repairers	0	0
Precision Production	0	0
Transportation and Material Moving	0	0
Visual and Performing Arts	0	0
TOTAL	147	0

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: UNIVERSITY OF OSTEOPATHIC MEDICINE AND HEALTH SCI

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Agribusiness and Agricultural Production	0	0
Agricultural Sciences	0	0
Renewable Natural Resources	0	0
Architecture and Environmental Design	0	0
Area and Ethnic Studies	0	0
Business and Management	0	0
Business (Administrative Support)	0	0
Marketing and Distribution	0	0
Communications	0	0
Communications Technologies	0	0
Computer and Information Sciences	0	0
Consumer, Personal and Miscellaneous Services	0	0
Education	0	0
Engineering	0	0
Engineering and Engineering Related Technologies	0	0
Foreign Languages	0	0
Allied Health	24	0
Health Sciences	8	242
Home Economics	0	0
Vocational Home Economics	0	0
Industrial Arts	0	0
Law	0	0
Letters	0	0
Liberal/General Studies	0	0
Library and Archival Sciences	0	0
Life Sciences	0	0
Mathematics	0	0
Military Sciences	0	0
Multi/Interdisciplinary Studies	0	0
Parks and Recreation	0	0

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: UNIVERSITY OF OSTEOPATHIC MEDICINE AND HEALTH SCI

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Leisure and Recreational Activities	0	0
Philosophy and Religion	0	0
Theology	0	0
Physical Sciences	0	0
Science Technologies	0	0
Psychology	0	0
Protective Services	0	0
Public Affairs	0	0
Social Sciences	0	0
Construction Trades	0	0
Mechanics and Repairers	0	0
Precision Production	0	0
Transportation and Material Moving	0	0
Visual and Performing Arts	0	0
TOTAL	32	242

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: WALDORF COLLEGE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Agribusiness and Agricultural Production	0	0
Agricultural Sciences	0	0
Renewable Natural Resources	0	0
Architecture and Environmental Design	0	0
Area and Ethnic Studies	0	0
Business and Management	0	0
Business (Administrative Support)	10	0
Marketing and Distribution	0	0
Communications	0	0
Communications Technologies	0	0
Computer and Information Sciences	0	0
Consumer, Personal and Miscellaneous Services	0	0
Education	0	0
Engineering	0	0
Engineering and Engineering Related Technologies	0	0
Foreign Languages	0	0
Allied Health	0	0
Health Sciences	0	0
Home Economics	0	0
Vocational Home Economics	0	0
Industrial Arts	0	0
Law	0	0
Letters	0	0
Liberal/General Studies	107	0
Library and Archival Sciences	0	0
Life Sciences	0	0
Mathematics	0	0
Military Sciences	0	0
Multi/Interdisciplinary Studies	0	0
Parks and Recreation	0	0

Source: IPEDS Completions

DEGREES CONFERRED BY DISCIPLINE
1987-1988

SCHOOL: WALDORF COLLEGE

DISCIPLINE	UNDER-GRADUATE	GRADUATE PROF
Leisure and Recreational Activities	0	0
Philosophy and Religion	0	0
Theology	0	0
Physical Sciences	0	0
Science Technologies	0	0
Psychology	0	0
Protective Services	0	0
Public Affairs	0	0
Social Sciences	0	0
Construction Trades	0	0
Mechanics and Repairers	0	0
Precision Production	0	0
Transportation and Material Moving	0	0
Visual and Performing Arts	0	0
TOTAL	117	0

Source: IPEDS Completions

CENTERS AND INSTITUTES
at Public Institutions
1989-1990

Iowa State University

Ames Laboratory
Bridge Engineering Center
Center for Agricultural and Rural Development
Center for Crop Utilization Research
Center for Food and Industrial Agriculture Product Development
Center for Historical Studies of Technology
Center for Immunity Enhancement in Domestic Animals
Center for Indigenous Agriculture
Center for Industrial Research and Service (CIRAS)
Center for Interfacial and Crystallization Technology
Center for New Industrial Materials
Center for Nondestructive Evaluation
Center for Physical and Computational Math
Center for Study of Agriculture and Rural Life
Center for Transportation and Public Works
Computational Fluid Dynamics Center
Electrical Power Research Center
Industrial Relations Center
Institute for Physical Research and Technology
International Business Research Group
Leopold Center for Sustainable Agriculture
Materials Preparation Center
Meat Export Research Center
Meat Irradiation Technology Center
Mircoelectronics Research Center
Midwest Agribusiness Trade Research and Information Center
Mining and Mineral Resources Research Institute
North Central Regional Aquaculture Center

Iowa State University -- continued

North Central Regional Center for Rural Development
North Central Regional Plant Intro. Center
Rural Health Research Center
Seed Science Center
Technology Transfer Center
Water Resources Research Institute
World Food Institute

UNIVERSITY OF IOWA

Alzheimer's Disease Research Center
Asthma and Allergic Diseases Center
Birth Defects and Genetic Disorders Unit
Cancer Center
Capital Markets Research Institute
Cardiovascular Research Center
Center for Clinical Studies
Center for Health Effects of Environmental Contamination
Center for Health Services Research
Center for International and Comparative Studies
Center for Laser Science and Engineering
Center for Materials Research
Center for New Music
Center for the Book
Center for the Study of Recent History of the United States
Centers for Computer Aided Engineering
Cleft Palate Research Center
Clinical Research Center
Cochlear Implant Research Center
Collaborative Studies of Affective Disorders
Comparative Legislative Research Center
Connie Belin Fellowship Program in Gifted Education

University of Iowa -- continued

Core Center: Diabetes and Endocrinology
Diabetes Control and Complications Trial
Digestive Disease Core Center
Dows Institute for Dental Research
Gerontology Programs-School of Social Work
Industrial Relations Institute
Institute for Economic Research
Institute for Insurance Education and Research
Institute of Agricultural and Occupational Health
Institute of Hydraulic Research
Institute of Public Affairs
Iowa Center for Communication Study
Iowa Geriatric Education Center
Iowa Lakeside Laboratory
Iowa Pesticide Hazard Assessment Program
Iowa Testing Programs
Iowa Urban Community Research Center
Ira B. McGladrey Institute of Accounting Research
Lipid Research Clinic
Manufacturing Productivity Center
Mental Health Clinical Research Center
Midwest AIDS Training and Education Center (MATEC), Iowa Component
Molecular Biology of Tumor Cells
National Resource Center on Family Based Services
Office of the State Archaeologist
Orthopaedic Biomechanics Laboratory
Pharmaceutical Services
Public Policy Center
Schizophrenia Research Center
Science Education Center
Small Business Development Center
Social Science Data Archive
Specialized Caries Research Center

CENTERS AND INSTITUTES

University of Iowa -- continued

Specialized Center (SCOR) for Occupational and Immunological Lung Disease
Translation Laboratory
University Evaluation and Examination Service
University House
University Hygienic Laboratory
University of Iowa Social Science Institute

UNIVERSITY OF NORTHERN IOWA

Center for Economic Education (CEE)
Center for Social and Behavioral Research
Educational Research and Development Center
Early Elementary Math and Science Institute for At-Risk Students
French Teachers Institute (Angers, France)
German Teachers Institute (Klagenfurt, Austria)
Institute for Comparative Economic Systems (ICES)
Institute for Decision Making (IDM)
Institute for Environmental Education
Institute for Educational Leadership
Intensive German Semester
Management Development Center (MDC)
Regents Center for Early Developmental Education
Regents Hispanic Institute
Regents Program Abroad (Austria and Germany)
Regents Program Abroad (France)
Russian Language Institute
Small Business Institute (SBI)
Small Business Development Center (SBDC)
Spanish Teachers Institute (Soria, Spain)
Study Program in Guatemala
Study Program in Mexico (Colima)
UNI Extendeed Semester in Spain

CENTERS AND INSTITUTES

MERGED AREA COLLEGES

Area I - Northeast Iowa Community College

Adult Re-entry Center and Outreach Services
Brinton Grant Program for Dislocated Workers
Project SAVE for Handicapped Adults
Preparatory Ag Mechanics Program for John Deere Technicians
RISE Developmental Program for Handicapped Adults
Spectrum Industries Joint Program for Handicapped Workers

Area II - North Iowa Area Community College

Small Business Development Center
Regional Coordinating Center and Satellite Center for Economic Development
Regional Health Education Center
JTPA Service Delivery Area Administrative Agency
Area Agency on Aging
North Central Regional Law Enforcement Training Center
Area 2 Computer and Administrative Center

Area III - Iowa Lakes Community College

Small Business Development Center
Small Business Incubation Center
Regional Coordinating Center and Satellite Center for Economic Development
Buena Vista College Satellite Center
Handicapped Workers Center
Career Opportunity Center for Disabled Citizens
Outreach Center for Displaced Homemakers
Elderhostel Center

CENTERS AND INSTITUTES

Area IV - Northwest Iowa Technical College

Regional Coordinating Center and Satellite Center for Economic Development
Career Center for Area Human Services Agencies
Secondary School Program Center for Special Needs Students
Employability Training for Handicapped Center for Village Northwest and Hope Haven
Displaced Homemakers Center

Area V - Iowa Central Community College

Regional Coordinating Center and Satellite Center for Economic Development
JTPA Service Delivery Area Administrative Agency
Area Agency on Aging
AEA 5 Media Center
Displaced Homemaker Center
Dislocated Worker Center
Rockwell City Corrections Facility Center
Buena Vista College Satellite Center
Iowa College Industries Sheltered Employment Center
Center for Secondary School Special Education Students
Elderhostel Center
Public Radio Station

Area VI - Iowa Valley Community College District

Small Business Development Center
JTPA Service Delivery Area Administrative Agency
Regional Coordinating Center and Satellite Center for Economic Development
Community Research/Capacity Building Center
Career Development Center for Disabled (CDC)
Customized Training Center
Industrial Training Research Center (shared activity with local industries)
Rural Health Education Center

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CENTERS AND INSTITUTES

Merged Area Colleges-Area VI -- continued

Iowa Productivity Center
Administrator for Local Business and Labor Council
Buena Vista College Satellite Center
Dislocated Worker Center
Elderhostel Center
Administrative Agency for Eldora and Toledo Institutional Educational Programming
Foreign Student Agricultural Awareness Center
Administrative Agency for Telenetwork
Area Resource Centers (six)

Area VII - Hawkeye Institute of Technology

Regional Coordinating Center and Satellite Center for Economic Development
Downtown Success Center
Displaced Homemakers Center
Center for Business and Industry Training
Economic Development Center
Developmental Education Center
Senior Companion Program
Quality Enhancement Center

Area IX - Eastern Iowa Community College District

Business and Industry Center
Small Business Development Center
Regional Coordinating Center and Satellite Center for Economic Development
Procurement Center
International Trade Center
JTPA Service Delivery Area Administrative Agency
Video Consortium Center for Hospital and Industry Training
Elderhostel Center
Displaced Homemaker Center
Satellite Center

CENTERS AND INSTITUTES

Area X - Kirkwood Community College

Hazardous Waste Handling Center
Fire Training Center
Secondary Special Education Program Center for Handicapped Students
Economic Development Center
State Procurement Center for Defense Contracts
Rural Development Center
Business Incubator Center
Kirkwood Skill Center for Disabled Citizens
Heritage Agency on Aging
Displaced Homemaker Center
Dislocated Workers Center for JPTA
Waste Water Treatment Program Center
International Education Center
Anamosa Center for Correctional Programming
Public Radio Station

Area XI - Des Moines Area Community College

Special Education Center for Secondary Disabled Students
Golden Circle Group Satellite Center
Small Business Incubator Center
Circle Western Rural Incubator Center
Federal Procurement Office
Customized Training Center
Computer Integrated Manufacturing Center
Mitchellville Center for Corrections Program

Area XII - Western Iowa Tech Community College

West Central Small Business Development Center
Regional Coordinating Center and Satellite Center for Economic Development
JTPA Service Delivery Area Administrative Agency

CENTERS AND INSTITUTES

Merged Area Colleges-Area XII -- continued

Regional Coordinating Office
Public Radio Station

Area XIII - Iowa Western Community College

Economic Development Center
Regional Coordinating Center and Satellite Center for Economic Development
Buena Vista College Satellite Center
Displaced Homemaker Center
Volunteer Institute Center
Community Research Center
Center for Japanese Studies
Public Radio Station
JTPA Service Delivery Area Administrative Agency

Area XIV - Southwestern Community College

Small Business Development Center
Regional Coordinating Center and Satellite Center for Economic Development
Displaced Workers Center
Rural Action Center
Agricultural Development Center
Buena Vista College Satellite Center
Elderhostel Center
Outreach Center for Displaced Homemakers

Area XV - Indian Hills Community College

Economic Development Center
Dislocated Workers Center
Small Business Development Center
Regional Planning Commission
JTPA Service Delivery Area Administrative Agency

CENTERS AND INSTITUTES

Merged Area Colleges-Area XV -- continued

Regional Satellite Center
Buena Vista College Satellite Center
Elderhostel Center

Area XVI - Southeastern Community College

Fort Madison Correctional Center
Small Business Development Center
JTPA Service Delivery Area Administrative Agency
Cooperative Tillage Project
Displaced Homemakers Center
Secondary School Program for Handicapped Students (STEP)

PART IV

FACULTY

AND

STAFF

Faculty Demographic Characteristics
Faculty Salary Information — 12-Month Faculty
Faculty Salary Information — 9-Month Faculty
Male Faculty Salary Information — 12-Month Faculty
Male Faculty Salary Information — 9-Month Faculty
Female Faculty Salary Information — 12-Month Faculty
Female Faculty Salary Information — 9-Month Faculty
Faculty Tenure Status by Rank
Teaching Assistants at Regents' Universities
Age Distribution of Faculty at Regents' Universities
Full-time Employees by Occupational Class
Full-time Employee Demographic Characteristics

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FACULTY DEMOGRAPHIC CHARACTERISTICS
FALL-1987

Institution	TOTAL	ETHNIC GROUP								GENDER			
		BLACK		WHITE		HISPANIC		OTHER		MALE		FEMALE	
IOWA STATE UNIVERSITY	1,543	12	0.8%	1,439	93.3%	10	0.6%	82	5.3%	1,192	77.3%	351	22.7%
UNIVERSITY OF IOWA	1,740	19	1.1%	1,554	89.3%	27	1.6%	140	8.0%	1,425	81.9%	315	18.1%
UNIVERSITY OF NORTHERN IOWA	546	6	1.1%	524	96.0%	5	0.9%	11	2.0%	374	68.5%	172	31.5%
Regents'Universities Total	3,829	37	1.0%	3,517	91.9%	42	1.1%	233	6.1%	2,991	78.1%	838	21.9%
BRIAR CLIFF COLLEGE	66	0	0.0%	62	93.9%	1	1.5%	3	4.5%	38	57.6%	28	42.4%
BUENA VISTA COLLEGE	67	0	0.0%	67	100.0%	0	0.0%	0	0.0%	52	77.6%	15	22.4%
CENTRAL UNIVERSITY OF IOWA	79	0	0.0%	77	97.5%	2	2.5%	0	0.0%	56	70.9%	23	29.1%
CLARKE COLLEGE	46	0	0.0%	46	100.0%	0	0.0%	0	0.0%	16	34.8%	30	65.2%
COE COLLEGE	72	1	1.4%	69	95.8%	0	0.0%	2	2.8%	55	76.4%	17	23.6%
CORNELL COLLEGE	71	0	0.0%	68	95.8%	1	1.4%	2	2.8%	56	78.9%	15	21.1%
DIVINE WORD COLLEGE	19	0	0.0%	16	84.2%	0	0.0%	3	15.8%	8	42.1%	11	57.9%
DORDT COLLEGE	65	0	0.0%	65	100.0%	0	0.0%	0	0.0%	57	87.7%	8	12.3%
DRAKE UNIVERSITY	229	1	0.4%	220	96.1%	5	2.2%	3	1.3%	167	72.9%	62	27.1%
GRACELAND COLLEGE	56	1	1.8%	53	94.6%	0	0.0%	2	3.6%	40	71.4%	16	28.6%
GRAND VIEW COLLEGE	63	0	0.0%	61	96.8%	0	0.0%	2	3.2%	33	52.4%	30	47.6%
GRINNELL COLLEGE	119	2	1.7%	116	97.5%	0	0.0%	1	0.8%	90	75.6%	29	24.4%
IOWA WESLEYAN COLLEGE	37	0	0.0%	37	100.0%	0	0.0%	0	0.0%	23	62.2%	14	37.8%
LORAS COLLEGE	116	0	0.0%	114	98.3%	0	0.0%	2	1.7%	94	81.0%	22	19.0%
LUTHER COLLEGE	141	1	0.7%	137	97.2%	0	0.0%	3	2.1%	100	70.9%	41	29.1%
MAHARISHI INTERNATIONAL UNIVERSITY	98	0	0.0%	98	100.0%	0	0.0%	0	0.0%	74	75.5%	24	24.5%
MARYCREST COLLEGE	41	0	0.0%	39	95.1%	0	0.0%	2	4.9%	24	58.5%	17	41.5%
MORNINGSIDE COLLEGE	69	0	0.0%	65	94.2%	0	0.0%	4	5.8%	55	79.7%	14	20.3%
MOUNT MERCY COLLEGE	64	0	0.0%	62	96.9%	0	0.0%	2	3.1%	32	50.0%	32	50.0%
MOUNT SAINT CLARE COLLEGE	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
NORTHWESTERN COLLEGE	53	0	0.0%	52	98.1%	0	0.0%	1	1.9%	46	86.8%	7	13.2%
SAINT AMBROSE UNIVERSITY	69	0	0.0%	69	100.0%	0	0.0%	0	0.0%	53	76.8%	16	23.2%
SIMPSON COLLEGE	62	0	0.0%	62	100.0%	0	0.0%	0	0.0%	46	74.2%	16	25.8%
UNIVERSITY OF DUBUQUE	66	1	1.5%	60	90.9%	2	3.0%	3	4.5%	44	66.7%	22	33.3%
UPPER IOWA UNIVERSITY	18	0	0.0%	18	100.0%	0	0.0%	0	0.0%	15	83.3%	3	16.7%

Source: Equal Employment Opportunity Commission Report. This information is not readily available for hospital schools of nursing.

FACULTY DEMOGRAPHIC CHARACTERISTICS
FALL-1987

Institution	TOTAL	ETHNIC GROUP								GENDER			
		BLACK		WHITE		HISPANIC		OTHER		MALE		FEMALE	
WARTBURG COLLEGE	72	0	0.0%	69	95.8%	1	1.4%	2	2.8%	53	73.6%	19	26.4%
WESTMAR COLLEGE	34	0	0.0%	34	100.0%	0	0.0%	0	0.0%	30	88.2%	4	11.8%
WILLIAM PENN COLLEGE	38	0	0.0%	37	97.4%	0	0.0%	1	2.6%	31	81.6%	7	18.4%
Independent 4-Yr. Total	1,930	7	0.4%	1,873	97.0%	12	0.6%	38	2.0%	1,388	71.9%	542	28.1%
DES MOINES COMMUNITY COLLEGE	204	5	2.5%	196	96.1%	1	0.5%	2	1.0%	122	59.8%	82	40.2%
EASTERN IOWA COMMUNITY COLLEGE	154	2	1.3%	152	98.7%	0	0.0%	0	0.0%	90	58.4%	64	41.6%
ELLSWORTH COMMUNITY COLLEGE	56	0	0.0%	54	96.4%	0	0.0%	2	3.6%	44	78.6%	12	21.4%
HAWKEYE INST TECHNOLOGY	119	0	0.0%	119	100.0%	0	0.0%	0	0.0%	75	63.0%	44	37.0%
INDIAN HILLS COMMUNITY COLLEGE	105	0	0.0%	104	99.0%	0	0.0%	1	1.0%	67	63.8%	38	36.2%
IOWA CENTRAL COMMUNITY COLLEGE	100	0	0.0%	100	100.0%	0	0.0%	0	0.0%	64	64.0%	36	36.0%
IOWA LAKES COMMUNITY COLLEGE	70	0	0.0%	70	100.0%	0	0.0%	0	0.0%	50	71.4%	20	28.6%
IOWA WESTERN COMMUNITY COLLEGE	107	0	0.0%	107	100.0%	0	0.0%	0	0.0%	70	65.4%	37	34.6%
KIRKWOOD COMMUNITY COLLEGE	177	1	0.6%	172	97.2%	3	1.7%	1	0.6%	107	60.5%	70	39.5%
MARSHALLTOWN COMMUNITY COLLEGE	45	0	0.0%	45	100.0%	0	0.0%	0	0.0%	28	62.2%	17	37.8%
NORTH IOWA AREA COMMUNITY COLLEGE	74	0	0.0%	73	98.6%	1	1.4%	0	0.0%	54	73.0%	20	27.0%
NORTHEAST IOWA TECHNICAL INSTITUTE	74	0	0.0%	73	98.6%	0	0.0%	1	1.4%	33	44.6%	41	55.4%
NORTHWEST IOWA TECHNICAL COLLEGE	35	0	0.0%	35	100.0%	0	0.0%	0	0.0%	29	82.9%	6	17.1%
SOUTHEASTERN COMMUNITY COLLEGE	80	0	0.0%	78	97.5%	0	0.0%	2	2.5%	54	67.5%	26	32.5%
SOUTHWESTERN COMMUNITY COLLEGE	38	0	0.0%	38	100.0%	0	0.0%	0	0.0%	27	71.1%	11	28.9%
WESTERN IOWA TECH	65	1	1.5%	63	96.9%	0	0.0%	1	1.5%	45	69.2%	20	30.8%
Community Colleges Total	1,503	9	0.6%	1,479	98.4%	5	0.3%	10	0.7%	959	63.8%	544	36.2%
ALLEN MEMORIAL HOSPITAL SCHOOL OF N	7	0	0.0%	7	100.0%	0	0.0%	0	0.0%	0	0.0%	7	100.0%
AMERICAN INSTITUTE OF BUSINESS	29	1	3.4%	28	96.6%	0	0.0%	0	0.0%	12	41.4%	17	58.6%
AMERICAN INSTITUTE OF COMMERCE	32	0	0.0%	32	100.0%	0	0.0%	0	0.0%	10	31.3%	22	68.8%
FAITH BAPTIST BIBLE COLLEGE AND SEM	16	0	0.0%	15	93.8%	0	0.0%	1	6.3%	13	81.3%	3	18.8%
HAMILTON BUSINESS COLLEGE	8	0	0.0%	8	100.0%	0	0.0%	0	0.0%	2	25.0%	6	75.0%
IOWA METHODIST SCHOOL OF NURSING	27	0	0.0%	27	100.0%	0	0.0%	0	0.0%	2	7.4%	25	92.6%

Source: Equal Employment Opportunity Commission Report. This information is not readily available for hospital schools of nursing.

FACULTY DEMOGRAPHIC CHARACTERISTICS
FALL-1987

Institution	TOTAL	ETHNIC GROUP								GENDER			
		BLACK		WHITE		HISPANIC		OTHER		MALE		FEMALE	
JENNIE EDMUNDSON MEM HOSP SCH OF NU	8	0	0.0%	8	100.0%	0	0.0%	0	0.0%	0	0.0%	8	100.0%
MERCY HOSPITAL MEDICAL CENTER SCHOO	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
PALMER COLLEGE OF CHIROPRACTIC	101	4	4.0%	90	89.1%	1	1.0%	6	5.9%	76	75.2%	25	24.8%
SAINT LUKE'S SCHOOL OF NURSING	13	0	0.0%	13	100.0%	0	0.0%	0	0.0%	0	0.0%	13	100.0%
SPENCER SCHOOL OF BUSINESS	5	0	0.0%	5	100.0%	0	0.0%	0	0.0%	2	40.0%	3	60.0%
UNIVERSITY OF OSTEOPATHIC MEDICINE	80	4	5.0%	70	87.5%	0	0.0%	6	7.5%	62	77.5%	18	22.5%
WALDORF COLLEGE	26	1	3.8%	25	96.2%	0	0.0%	0	0.0%	20	76.9%	6	23.1%
Independent 2-Yr/Other	352	10	2.8%	328	93.2%	1	0.3%	13	3.7%	199	56.5%	153	43.5%
TOTAL	7,614	63	0.8%	7,197	94.5%	60	0.8%	294	3.9%	5,537	72.7%	2,077	27.3%

Source: Equal Employment Opportunity Commission Report. This information is not readily available for hospital schools of nursing.

FACULTY / SALARY INFORMATION
12 - MONTH FACULTY
1987-1988

Institution	TOTAL N	TOTAL MEAN SALARY	PROFESSOR N	PROFESSOR MEAN SALARY	ASSOCIATE PROFESSOR N	ASSOCIATE PROFESSOR MEAN SALARY	ASSISTANT PROFESSOR N	ASSISTANT PROFESSOR MEAN SALARY	INSTRUCTOR N	INSTRUCTOR MEAN SALARY	LECTURER/ OTHER N	LECTURER/ OTHER MEAN SALARY
IOWA STATE UNIVERSITY	456	$55,232	299	$62,005	89	$46,749	51	$39,599	17	$27,413	0	$0
UNIVERSITY OF IOWA	162	$53,361	66	$63,618	54	$51,503	36	$40,891	6	$32,070	0	$0
UNIVERSITY OF NORTHERN IOWA	4	$33,530	0	$0	2	$38,308	0	$0	2	$28,753	0	$0
Regents' Universities Average	622	$54,605	365	$62,296	145	$48,403	87	$40,134	25	$28,638	0	$0
BRIAR CLIFF COLLEGE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
BUENA VISTA COLLEGE	4	$39,027	2	$39,898	0	$0	2	$38,157	0	$0	0	$0
CENTRAL UNIVERSITY OF IOWA	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
CLARKE COLLEGE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
COE COLLEGE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
CORNELL COLLEGE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
DIVINE WORD COLLEGE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
DORDT COLLEGE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
DRAKE UNIVERSITY	11	$41,360	7	$43,144	4	$38,238	0	$0	0	$0	0	$0
GRACELAND COLLEGE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
GRAND VIEW COLLEGE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
GRINNELL COLLEGE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
IOWA WESLEYAN COLLEGE	3	$18,136	0	$0	2	$18,955	0	$0	1	$16,500	0	$0
LORAS COLLEGE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
LUTHER COLLEGE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
MAHARISHI INTERNATIONAL UNIVERSITY	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
MARYCREST COLLEGE	1	$29,650	0	$0	1	$29,650	0	$0	0	$0	0	$0
MORNINGSIDE COLLEGE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
MOUNT MERCY COLLEGE	1	$32,476	0	$0	0	$0	1	$32,476	0	$0	0	$0
MOUNT SAINT CLARE COLLEGE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
NORTHWESTERN COLLEGE	2	$27,519	1	$32,038	0	$0	0	$0	0	$0	1	$23,000
SAINT AMBROSE UNIVERSITY	1	$33,016	0	$0	1	$33,016	0	$0	0	$0	0	$0

Source: IPEDS Salaries Of Full-Time Instructional Faculty

FACULTY / SALARY INFORMATION
12 - MONTH FACULTY
1987-1988

Institution	TOTAL		PROFESSOR		ASSOCIATE PROFESSOR		ASSISTANT PROFESSOR		INSTRUCTOR		LECTURER/ OTHER	
	N	MEAN SALARY	N	MEAN SALARY	N	MEAN SALARY	N	MEAN SALARY	N	MEAN SALARY	N	MEAN SALARY
SIMPSON COLLEGE	1	$36,000	0	$0	0	$0	0	$0	1	$36,000	0	$0
UNIVERSITY OF DUBUQUE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
UPPER IOWA UNIVERSITY	1	$35,600	1	$35,600	0	$0	0	$0	0	$0	0	$0
WARTBURG COLLEGE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
WESTMAR COLLEGE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
WILLIAM PENN COLLEGE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
Independent 4-Yr. Average	25	$35,490	11	$40,858	8	$31,691	3	$36,263	2	$26,250	1	$23,000
DES MOINES COMMUNITY COLLEGE	88	$34,801	0	$0	0	$0	0	$0	0	$0	88	$34,801
EASTERN IOWA COMMUNITY COLLEGE	50	$28,687	0	$0	0	$0	0	$0	50	$28,687	0	$0
ELLSWORTH COMMUNITY COLLEGE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
HAWKEYE INST TECHNOLOGY	76	$28,352	0	$0	0	$0	0	$0	0	$0	76	$28,352
INDIAN HILLS COMMUNITY COLLEGE	84	$27,521	0	$0	0	$0	0	$0	0	$0	84	$27,521
IOWA CENTRAL COMMUNITY COLLEGE	22	$29,281	0	$0	0	$0	0	$0	22	$29,281	0	$0
IOWA LAKES COMMUNITY COLLEGE	46	$28,043	0	$0	0	$0	0	$0	0	$0	46	$28,043
IOWA WESTERN COMMUNITY COLLEGE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
KIRKWOOD COMMUNITY COLLEGE	104	$30,234	47	$34,581	21	$28,799	24	$26,121	12	$23,946	0	$0
MARSHALLTOWN COMMUNITY COLLEGE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
NORTH IOWA AREA COMMUNITY COLLEGE	18	$33,175	0	$0	0	$0	0	$0	18	$33,175	0	$0
NORTHEAST IOWA TECHNICAL INSTITUTE	23	$30,389	0	$0	0	$0	0	$0	23	$30,389	0	$0
NORTHWEST IOWA TECHNICAL COLLEGE	25	$30,255	0	$0	0	$0	0	$0	0	$0	25	$30,255
SOUTHEASTERN COMMUNITY COLLEGE	26	$31,877	0	$0	0	$0	0	$0	0	$0	26	$31,877
SOUTHWESTERN COMMUNITY COLLEGE	15	$25,945	0	$0	0	$0	0	$0	5	$23,569	10	$27,134
WESTERN IOWA TECH	48	$29,642	0	$0	0	$0	0	$0	0	$0	48	$29,642
Community Colleges Average	625	$29,976	47	$34,581	21	$28,799	24	$26,121	130	$29,076	403	$30,020

Source: IPEDS Salaries Of Full-Time Instructional Faculty

FACULTY / SALARY INFORMATION
12 - MONTH FACULTY
1987-1988

Institution	TOTAL		PROFESSOR		ASSOCIATE PROFESSOR		ASSISTANT PROFESSOR		INSTRUCTOR		LECTURER/ OTHER	
	N	MEAN SALARY	N	MEAN SALARY	N	MEAN SALARY	N	MEAN SALARY	N	MEAN SALARY	N	MEAN SALARY
ALLEN MEMORIAL HOSPITAL SCHOOL OF N	1	$25,000	0	$0	0	$0	0	$0	0	$0	1	$25,000
AMERICAN INSTITUTE OF BUSINESS	29	$30,007	0	$0	0	$0	0	$0	0	$0	29	$30,007
AMERICAN INSTITUTE OF COMMERCE	35	$19,145	0	$0	0	$0	0	$0	35	$19,145	0	$0
FAITH BAPTIST BIBLE COLLEGE AND SEM	12	$22,244	5	$23,882	2	$12,029	4	$24,706	1	$24,633	0	$0
HAMILTON BUSINESS COLLEGE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
IOWA METHODIST SCHOOL OF NURSING	21	$30,068	0	$0	0	$0	0	$0	0	$0	21	$30,068
JENNIE EDMUNDSON MEM HOSP SCH OF NU	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
MERCY HOSPITAL MEDICAL CENTER SCHOO	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
PALMER COLLEGE OF CHIROPRACTIC	117	$32,346	24	$45,174	26	$37,131	32	$30,151	22	$24,473	13	$17,818
SAINT LUKE'S SCHOOL OF NURSING	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
SPENCER SCHOOL OF BUSINESS	5	$23,161	0	$0	0	$0	0	$0	0	$0	5	$23,161
UNIVERSITY OF OSTEOPATHIC MEDICINE	88	$56,645	18	$72,511	32	$56,636	28	$55,018	10	$32,673	0	$0
WALDORF COLLEGE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
Independent 2-Yr/Other Average	308	$36,846	47	$53,378	60	$46,697	64	$40,690	68	$22,939	69	$27,160
TOTAL	1,580	$41,098	470	$58,131	234	$45,635	178	$38,379	225	$27,147	473	$29,588

Source: IPEDS Salaries Of Full-Time Instructional Faculty

FACULTY / SALARY INFORMATION
9 - MONTH FACULTY
1987-1988

Institution	TOTAL		PROFESSOR		ASSOCIATE PROFESSOR		ASSISTANT PROFESSOR		INSTRUCTOR		LECTURER/ OTHER	
	N	MEAN SALARY	N	MEAN SALARY	N	MEAN SALARY	N	MEAN SALARY	N	MEAN SALARY	N	MEAN SALARY
IOWA STATE UNIVERSITY	847	$34,215	212	$45,217	239	$36,179	266	$30,410	130	$20,447	0	$0
UNIVERSITY OF IOWA	839	$42,907	411	$50,794	223	$37,921	199	$32,631	6	$28,833	0	$0
UNIVERSITY OF NORTHERN IOWA	558	$32,994	143	$41,799	147	$34,288	184	$29,221	84	$24,005	0	$0
Regents' Universities Average	2,244	$37,161	766	$47,571	609	$36,361	649	$30,754	220	$22,035	0	$0
BRIAR CLIFF COLLEGE	59	$24,931	14	$29,880	10	$26,093	25	$23,391	10	$20,688	0	$0
BUENA VISTA COLLEGE	63	$29,339	20	$36,184	13	$30,544	25	$24,975	5	$20,643	0	$0
CENTRAL UNIVERSITY OF IOWA	76	$31,135	22	$37,967	23	$32,055	26	$26,182	5	$22,597	0	$0
CLARKE COLLEGE	46	$23,059	7	$28,156	7	$26,915	17	$20,607	15	$21,659	0	$0
COE COLLEGE	65	$29,630	23	$36,119	24	$28,561	17	$22,873	1	$20,932	0	$0
CORNELL COLLEGE	70	$31,392	31	$38,712	9	$30,300	26	$24,543	2	$21,284	2	$22,000
DIVINE WORD COLLEGE	13	$17,687	0	$0	3	$19,219	6	$18,221	4	$15,739	0	$0
DORDT COLLEGE	65	$26,905	24	$30,530	14	$27,009	14	$23,913	13	$23,322	0	$0
DRAKE UNIVERSITY	197	$31,827	99	$36,185	51	$29,759	35	$25,585	12	$22,873	0	$0
GRACELAND COLLEGE	57	$22,769	24	$25,289	15	$22,744	11	$20,019	7	$18,500	0	$0
GRAND VIEW COLLEGE	64	$25,089	20	$29,625	14	$25,277	27	$22,240	2	$17,052	1	$24,700
GRINNELL COLLEGE	108	$37,590	39	$48,346	31	$34,503	30	$29,332	6	$26,416	2	$33,100
IOWA WESLEYAN COLLEGE	33	$18,290	7	$21,190	10	$18,114	9	$17,622	7	$16,500	0	$0
LORAS COLLEGE	107	$26,911	34	$31,696	30	$26,929	37	$23,709	6	$19,439	0	$0
LUTHER COLLEGE	141	$29,283	60	$35,891	26	$27,212	36	$23,862	19	$21,517	0	$0
MAHARISHI INTERNATIONAL UNIVERSITY	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
MARYCREST COLLEGE	40	$22,335	2	$25,850	9	$24,010	26	$21,878	3	$18,933	0	$0
MORNINGSIDE COLLEGE	66	$24,128	19	$28,610	20	$23,915	21	$21,328	6	$20,450	0	$0
MOUNT MERCY COLLEGE	59	$23,195	5	$27,084	14	$23,247	32	$23,758	8	$18,422	0	$0
MOUNT SAINT CLARE COLLEGE	15	$21,668	0	$0	0	$0	0	$0	0	$0	15	$21,668
NORTHWESTERN COLLEGE	51	$24,836	14	$29,384	18	$24,666	17	$22,132	2	$17,513	0	$0
SAINT AMBROSE UNIVERSITY	68	$28,088	28	$31,449	10	$29,344	27	$24,895	3	$21,268	0	$0

Source: IPEDS Salaries Of Full-Time Instructional Faculty

FACULTY / SALARY INFORMATION
9 - MONTH FACULTY
1987-1988

	TOTAL		PROFESSOR		ASSOCIATE PROFESSOR		ASSISTANT PROFESSOR		INSTRUCTOR		LECTURER/ OTHER	
Institution	N	MEAN SALARY	N	MEAN SALARY	N	MEAN SALARY	N	MEAN SALARY	N	MEAN SALARY	N	MEAN SALARY
SIMPSON COLLEGE	61	$30,474	24	$36,986	12	$29,741	10	$26,975	15	$22,973	0	$0
UNIVERSITY OF DUBUQUE	57	$25,486	22	$26,046	21	$26,717	11	$23,432	3	$20,309	0	$0
UPPER IOWA UNIVERSITY	17	$22,017	3	$27,093	5	$24,594	6	$19,370	3	$17,943	0	$0
WARTBURG COLLEGE	71	$28,461	25	$33,846	20	$28,547	24	$23,562	2	$19,080	0	$0
WESTMAR COLLEGE	27	$21,269	5	$25,295	4	$21,150	13	$20,300	5	$19,860	0	$0
WILLIAM PENN COLLEGE	35	$22,418	9	$27,441	13	$19,858	4	$22,877	9	$20,888	0	$0
Independent 4-Yr. Average	1,731	$27,796	580	$34,084	426	$27,391	532	$23,670	173	$20,957	20	$22,996
DES MOINES COMMUNITY COLLEGE	114	$26,855	0	$0	0	$0	0	$0	0	$0	114	$26,855
EASTERN IOWA COMMUNITY COLLEGE	104	$23,745	0	$0	0	$0	0	$0	104	$23,745	0	$0
ELLSWORTH COMMUNITY COLLEGE	56	$26,387	31	$29,211	15	$24,606	6	$21,358	4	$18,725	0	$0
HAWKEYE INST TECHNOLOGY	43	$23,362	0	$0	0	$0	0	$0	0	$0	43	$23,362
INDIAN HILLS COMMUNITY COLLEGE	27	$23,046	0	$0	0	$0	0	$0	0	$0	27	$23,046
IOWA CENTRAL COMMUNITY COLLEGE	59	$26,584	8	$26,470	6	$28,376	10	$29,167	35	$25,565	0	$0
IOWA LAKES COMMUNITY COLLEGE	24	$27,499	0	$0	0	$0	0	$0	0	$0	24	$27,499
IOWA WESTERN COMMUNITY COLLEGE	108	$24,835	20	$31,061	27	$25,817	27	$23,816	34	$21,202	0	$0
KIRKWOOD COMMUNITY COLLEGE	73	$24,425	23	$27,910	10	$22,852	20	$23,957	20	$21,670	0	$0
MARSHALLTOWN COMMUNITY COLLEGE	45	$25,423	19	$29,786	9	$24,450	13	$21,667	4	$19,090	0	$0
NORTH IOWA AREA COMMUNITY COLLEGE	62	$30,721	0	$0	0	$0	0	$0	62	$30,721	0	$0
NORTHEAST IOWA TECHNICAL INSTITUTE	53	$17,851	0	$0	0	$0	0	$0	53	$17,851	0	$0
NORTHWEST IOWA TECHNICAL COLLEGE	8	$21,149	0	$0	0	$0	0	$0	0	$0	8	$21,149
SOUTHEASTERN COMMUNITY COLLEGE	52	$27,805	0	$0	0	$0	0	$0	0	$0	52	$27,805
SOUTHWESTERN COMMUNITY COLLEGE	23	$23,948	0	$0	0	$0	0	$0	23	$23,948	0	$0
WESTERN IOWA TECH	21	$24,736	0	$0	0	$0	0	$0	0	$0	21	$24,736
Community Colleges Average	872	$25,240	101	$29,172	67	$25,149	76	$23,995	339	$23,809	289	$25,892

Source: IPEDS Salaries Of Full-Time Instructional Faculty

FACULTY / SALARY INFORMATION
9 - MONTH FACULTY
1987-1988

Institution	TOTAL		PROFESSOR		ASSOCIATE PROFESSOR		ASSISTANT PROFESSOR		INSTRUCTOR		LECTURER/ OTHER	
	N	MEAN SALARY	N	MEAN SALARY	N	MEAN SALARY	N	MEAN SALARY	N	MEAN SALARY	N	MEAN SALARY
ALLEN MEMORIAL HOSPITAL SCHOOL OF N	13	$20,472	0	$0	0	$0	0	$0	13	$20,472	0	$0
AMERICAN INSTITUTE OF BUSINESS	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
AMERICAN INSTITUTE OF COMMERCE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
FAITH BAPTIST BIBLE COLLEGE AND SEM	12	$22,244	5	$23,882	2	$12,029	4	$24,706	1	$24,633	0	$0
HAMILTON BUSINESS COLLEGE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
IOWA METHODIST SCHOOL OF NURSING	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
JENNIE EDMUNDSON MEM HOSP SCH OF NU	5	$25,400	0	$0	0	$0	0	$0	5	$25,400	0	$0
MERCY HOSPITAL MEDICAL CENTER SCHOO	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
PALMER COLLEGE OF CHIROPRACTIC	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
SAINT LUKE'S SCHOOL OF NURSING	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
SPENCER SCHOOL OF BUSINESS	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
UNIVERSITY OF OSTEOPATHIC MEDICINE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
WALDORF COLLEGE	26	$22,631	7	$26,387	7	$23,506	10	$20,609	2	$16,538	0	$0
Independent 2-Yr/Other Average	56	$22,294	12	$25,343	9	$20,955	14	$21,780	21	$21,468	0	$0
TOTAL	4,903	$31,565	1,459	$40,753	1,111	$32,120	1,271	$27,286	753	$22,570	309	$25,704

Source: IPEDS Salaries Of Full-Time Instructional Faculty

MALE FACULTY / SALARY INFORMATION
12 - MONTH FACULTY
1987-1988

Institution	TOTAL		PROFESSOR		ASSOCIATE PROFESSOR		ASSISTANT PROFESSOR		INSTRUCTOR		LECTURER/ OTHER	
	N	MEAN SALARY	N	MEAN SALARY	N	MEAN SALARY	N	MEAN SALARY	N	MEAN SALARY	N	MEAN SALARY
IOWA STATE UNIVERSITY	397	$56,826	283	$62,029	70	$47,457	38	$40,028	6	$27,118	0	$0
UNIVERSITY OF IOWA	123	$56,423	59	$64,521	40	$53,310	20	$43,254	4	$33,956	0	$0
UNIVERSITY OF NORTHERN IOWA	2	$32,324	0	$0	1	$36,924	0	$0	1	$27,724	0	$0
Regents' Universities Average	522	$56,637	342	$62,459	111	$49,471	58	$41,140	11	$29,659	0	$0
BRIAR CLIFF COLLEGE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
BUENA VISTA COLLEGE	4	$39,027	2	$39,898	0	$0	2	$38,157	0	$0	0	$0
CENTRAL UNIVERSITY OF IOWA	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
CLARKE COLLEGE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
COE COLLEGE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
CORNELL COLLEGE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
DIVINE WORD COLLEGE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
DORDT COLLEGE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
DRAKE UNIVERSITY	8	$43,795	7	$43,144	1	$48,348	0	$0	0	$0	0	$0
GRACELAND COLLEGE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
GRAND VIEW COLLEGE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
GRINNELL COLLEGE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
IOWA WESLEYAN COLLEGE	1	$18,786	0	$0	1	$18,786	0	$0	0	$0	0	$0
LORAS COLLEGE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
LUTHER COLLEGE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
MARYCREST COLLEGE	1	$29,650	0	$0	1	$29,650	0	$0	0	$0	0	$0
MORNINGSIDE COLLEGE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
MOUNT MERCY COLLEGE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
MOUNT SAINT CLARE COLLEGE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
NORTHWESTERN COLLEGE	2	$27,519	1	$32,038	0	$0	0	$0	0	$0	1	$23,000
SAINT AMBROSE UNIVERSITY	1	$33,016	0	$0	1	$33,016	0	$0	0	$0	0	$0
SIMPSON COLLEGE	1	$36,000	0	$0	0	$0	0	$0	1	$36,000	0	$0

Source: IPEDS Salaries Of Full-Time Instructional Faculty

MALE FACULTY / SALARY INFORMATION
12 - MONTH FACULTY
1987-1988

Institution	TOTAL N	TOTAL MEAN SALARY	PROFESSOR N	PROFESSOR MEAN SALARY	ASSOCIATE PROFESSOR N	ASSOCIATE PROFESSOR MEAN SALARY	ASSISTANT PROFESSOR N	ASSISTANT PROFESSOR MEAN SALARY	INSTRUCTOR N	INSTRUCTOR MEAN SALARY	LECTURER/ OTHER N	LECTURER/ OTHER MEAN SALARY
UNIVERSITY OF DUBUQUE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
UPPER IOWA UNIVERSITY	1	$35,600	1	$35,600	0	$0	0	$0	0	$0	0	$0
WARTBURG COLLEGE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
WESTMAR COLLEGE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
WILLIAM PENN COLLEGE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
Independent 4-Yr. Average	19	$37,608	11	$40,858	4	$32,450	2	$38,157	1	$36,000	1	$23,000
DES MOINES COMMUNITY COLLEGE	63	$35,349	0	$0	0	$0	0	$0	0	$0	63	$35,349
EASTERN IOWA COMMUNITY COLLEGE	27	$29,036	0	$0	0	$0	0	$0	27	$29,036	0	$0
ELLSWORTH COMMUNITY COLLEGE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
HAWKEYE INST TECHNOLOGY	50	$29,542	0	$0	0	$0	0	$0	0	$0	50	$29,542
INDIAN HILLS COMMUNITY COLLEGE	58	$28,784	0	$0	0	$0	0	$0	0	$0	58	$28,784
IOWA CENTRAL COMMUNITY COLLEGE	10	$30,314	0	$0	0	$0	0	$0	10	$30,314	0	$0
IOWA LAKES COMMUNITY COLLEGE	29	$29,853	0	$0	0	$0	0	$0	0	$0	29	$29,853
IOWA WESTERN COMMUNITY COLLEGE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
KIRKWOOD COMMUNITY COLLEGE	65	$32,405	35	$35,644	15	$30,182	11	$28,147	4	$24,116	0	$0
MARSHALLTOWN COMMUNITY COLLEGE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
NORTH IOWA AREA COMMUNITY COLLEGE	14	$32,998	0	$0	0	$0	0	$0	14	$32,998	0	$0
NORTHEAST IOWA TECHNICAL INSTITUTE	20	$31,093	0	$0	0	$0	0	$0	20	$31,093	0	$0
NORTHWEST IOWA TECHNICAL COLLEGE	22	$30,459	0	$0	0	$0	0	$0	0	$0	22	$30,459
SOUTHEASTERN COMMUNITY COLLEGE	17	$31,963	0	$0	0	$0	0	$0	0	$0	17	$31,963
SOUTHWESTERN COMMUNITY COLLEGE	10	$27,134	0	$0	0	$0	0	$0	0	$0	10	$27,134
WESTERN IOWA TECH	33	$29,254	0	$0	0	$0	0	$0	0	$0	33	$29,254
Community Colleges Average	418	$31,021	35	$35,644	15	$30,182	11	$28,147	75	$30,232	282	$30,814
AMERICAN INSTITUTE OF BUSINESS	12	$32,545	0	$0	0	$0	0	$0	0	$0	12	$32,545

Source: IPEDS Salaries Of Full-Time Instructional Faculty

MALE FACULTY / SALARY INFORMATION
12 - MONTH FACULTY
1987-1988

Institution	TOTAL		PROFESSOR		ASSOCIATE PROFESSOR		ASSISTANT PROFESSOR		INSTRUCTOR		LECTURER/ OTHER	
	N	MEAN SALARY	N	MEAN SALARY	N	MEAN SALARY	N	MEAN SALARY	N	MEAN SALARY	N	MEAN SALARY
AMERICAN INSTITUTE OF COMMERCE	8	$19,730	0	$0	0	$0	0	$0	8	$19,730	0	$0
FAITH BAPTIST BIBLE COLLEGE AND SEM	10	$21,960	5	$23,882	1	$0	3	$25,186	1	$24,633	0	$0
IOWA METHODIST SCHOOL OF NURSING	1	$27,976	0	$0	0	$0	0	$0	0	$0	1	$27,976
PALMER COLLEGE OF CHIROPRACTIC	89	$34,175	21	$45,641	25	$37,194	24	$30,853	11	$24,662	8	$17,696
SPENCER SCHOOL OF BUSINESS	2	$27,830	0	$0	0	$0	0	$0	0	$0	2	$27,830
UNIVERSITY OF OSTEOPATHIC MEDICINE	66	$58,494	15	$74,716	24	$58,198	21	$55,043	6	$31,196	0	$0
WALDORF COLLEGE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
Independent 2-Yr/Other Average	188	$41,244	41	$53,624	50	$46,532	48	$41,082	26	$24,651	23	$26,771
TOTAL	1,147	$44,464	429	$58,873	180	$46,669	119	$39,865	113	$28,943	306	$30,484

Source: IPEDS Salaries Of Full-Time Instructional Faculty

MALE FACULTY / SALARY INFORMATION
9 - MONTH FACULTY
1987-1988

Institution	TOTAL		PROFESSOR		ASSOCIATE PROFESSOR		ASSISTANT PROFESSOR		INSTRUCTOR		LECTURER/ OTHER	
	N	MEAN SALARY	N	MEAN SALARY	N	MEAN SALARY	N	MEAN SALARY	N	MEAN SALARY	N	MEAN SALARY
IOWA STATE UNIVERSITY	602	$37,041	193	$45,646	182	$37,187	173	$32,212	54	$21,265	0	$0
UNIVERSITY OF IOWA	678	$44,915	377	$51,225	170	$38,891	127	$34,718	4	$29,875	0	$0
UNIVERSITY OF NORTHERN IOWA	397	$34,737	129	$42,001	111	$34,706	120	$29,861	37	$25,320	0	$0
Regents' Universities Average	1,677	$39,679	699	$47,982	463	$37,218	420	$32,298	95	$23,207	0	$0
BRIAR CLIFF COLLEGE	37	$25,581	12	$30,094	7	$25,834	16	$22,422	2	$22,892	0	$0
BUENA VISTA COLLEGE	48	$30,603	18	$36,809	10	$30,331	19	$25,215	1	$24,000	0	$0
CENTRAL UNIVERSITY OF IOWA	55	$31,970	20	$37,886	14	$32,645	17	$26,451	4	$23,488	0	$0
CLARKE COLLEGE	16	$23,704	1	$28,439	4	$24,728	3	$18,258	8	$24,643	0	$0
COE COLLEGE	50	$31,000	21	$36,374	20	$28,781	9	$23,394	0	$0	0	$0
CORNELL COLLEGE	55	$32,256	28	$38,709	7	$30,101	18	$24,251	1	$22,000	1	$21,000
DIVINE WORD COLLEGE	5	$18,620	0	$0	2	$17,908	2	$20,474	1	$16,335	0	$0
DORDT COLLEGE	57	$27,081	22	$30,504	12	$27,096	13	$23,907	10	$23,660	0	$0
DRAKE UNIVERSITY	151	$33,828	94	$36,565	38	$30,431	18	$27,581	1	$18,067	0	$0
GRACELAND COLLEGE	41	$23,803	20	$25,999	11	$23,406	9	$19,912	1	$19,281	0	$0
GRAND VIEW COLLEGE	35	$26,055	16	$29,874	7	$25,788	9	$21,625	2	$17,052	1	$24,700
GRINNELL COLLEGE	84	$39,122	36	$48,666	23	$34,569	22	$29,454	1	$25,000	2	$33,100
IOWA WESLEYAN COLLEGE	20	$18,487	5	$21,278	4	$17,937	5	$18,520	6	$16,500	0	$0
LORAS COLLEGE	85	$27,807	31	$31,978	26	$27,159	28	$23,790	0	$0	0	$0
LUTHER COLLEGE	100	$30,924	55	$36,004	16	$26,252	21	$24,271	8	$22,804	0	$0
MARYCREST COLLEGE	23	$23,579	0	$0	5	$25,570	17	$23,293	1	$18,500	0	$0
MORNINGSIDE COLLEGE	50	$25,080	19	$28,610	17	$23,870	12	$21,716	2	$22,000	0	$0
MOUNT MERCY COLLEGE	30	$23,583	2	$27,510	10	$23,040	14	$24,881	4	$18,433	0	$0
MOUNT SAINT CLARE COLLEGE	9	$24,026	0	$0	0	$0	0	$0	0	$0	9	$24,026
NORTHWESTERN COLLEGE	44	$25,488	14	$29,384	16	$25,015	12	$22,903	2	$17,513	0	$0
SAINT AMBROSE UNIVERSITY	52	$28,819	23	$31,758	9	$29,723	19	$25,294	1	$20,055	0	$0
SIMPSON COLLEGE	45	$31,921	23	$37,007	8	$30,087	5	$28,340	9	$22,544	0	$0

Source: IPEDS Salaries Of Full-Time Instructional Faculty

MALE FACULTY / SALARY INFORMATION
9 - MONTH FACULTY
1987-1988

Institution	TOTAL		PROFESSOR		ASSOCIATE PROFESSOR		ASSISTANT PROFESSOR		INSTRUCTOR		LECTURER/ OTHER	
	N	MEAN SALARY	N	MEAN SALARY	N	MEAN SALARY	N	MEAN SALARY	N	MEAN SALARY	N	MEAN SALARY
UNIVERSITY OF DUBUQUE	43	$27,394	20	$28,650	15	$27,621	6	$24,575	2	$21,576	0	$0
UPPER IOWA UNIVERSITY	14	$22,839	3	$27,093	5	$24,594	4	$19,850	2	$18,050	0	$0
WARTBURG COLLEGE	52	$29,650	23	$33,688	13	$29,478	14	$24,688	2	$19,080	0	$0
WESTMAR COLLEGE	24	$21,294	5	$25,295	2	$21,250	12	$20,233	5	$19,860	0	$0
WILLIAM PENN COLLEGE	28	$22,379	8	$27,412	11	$19,105	2	$23,192	7	$21,538	0	$0
Independent 4-Yr. Average	1,253	$29,190	519	$34,605	312	$27,629	326	$24,207	83	$21,390	13	$25,241
DES MOINES COMMUNITY COLLEGE	60	$28,466	0	$0	0	$0	0	$0	0	$0	60	$28,466
EASTERN IOWA COMMUNITY COLLEGE	63	$24,696	0	$0	0	$0	0	$0	63	$24,696	0	$0
ELLSWORTH COMMUNITY COLLEGE	44	$27,006	27	$29,264	11	$24,840	4	$21,631	2	$19,175	0	$0
HAWKEYE INST TECHNOLOGY	24	$24,479	0	$0	0	$0	0	$0	0	$0	24	$24,479
INDIAN HILLS COMMUNITY COLLEGE	14	$23,215	0	$0	0	$0	0	$0	0	$0	14	$23,215
IOWA CENTRAL COMMUNITY COLLEGE	46	$27,068	6	$27,559	6	$28,376	10	$29,167	24	$25,743	0	$0
IOWA LAKES COMMUNITY COLLEGE	21	$28,302	0	$0	0	$0	0	$0	0	$0	21	$28,302
IOWA WESTERN COMMUNITY COLLEGE	72	$26,207	18	$31,593	19	$26,359	18	$24,730	17	$21,897	0	$0
KIRKWOOD COMMUNITY COLLEGE	42	$25,080	12	$29,892	8	$22,733	10	$24,721	12	$22,133	0	$0
MARSHALLTOWN COMMUNITY COLLEGE	28	$26,638	15	$29,946	4	$24,675	8	$22,121	1	$21,010	0	$0
NORTH IOWA AREA COMMUNITY COLLEGE	43	$32,550	0	$0	0	$0	0	$0	43	$32,550	0	$0
NORTHEAST IOWA TECHNICAL INSTITUTE	15	$0	0	$0	0	$0	0	$0	15	$0	0	$0
NORTHWEST IOWA TECHNICAL COLLEGE	6	$21,730	0	$0	0	$0	0	$0	0	$0	6	$21,730
SOUTHEASTERN COMMUNITY COLLEGE	37	$28,246	0	$0	0	$0	0	$0	0	$0	37	$28,246
SOUTHWESTERN COMMUNITY COLLEGE	17	$25,850	0	$0	0	$0	0	$0	17	$25,850	0	$0
WESTERN IOWA TECH	14	$25,873	0	$0	0	$0	0	$0	0	$0	14	$25,873
Community Colleges Average	546	$26,130	78	$29,898	48	$25,518	50	$24,950	194	$24,278	176	$27,003
AMERICAN INSTITUTE OF BUSINESS	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0

Source: IPEDS Salaries Of Full-Time Instructional Faculty

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MALE FACULTY / SALARY INFORMATION
9 - MONTH FACULTY
1987-1988

Institution	TOTAL		PROFESSOR		ASSOCIATE PROFESSOR		ASSISTANT PROFESSOR		INSTRUCTOR		LECTURER/ OTHER	
	N	MEAN SALARY	N	MEAN SALARY	N	MEAN SALARY	N	MEAN SALARY	N	MEAN SALARY	N	MEAN SALARY
AMERICAN INSTITUTE OF COMMERCE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
FAITH BAPTIST BIBLE COLLEGE AND SEM	10	$21,960	5	$23,882	1	$0	3	$25,186	1	$24,633	0	$0
IOWA METHODIST SCHOOL OF NURSING	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
PALMER COLLEGE OF CHIROPRACTIC	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
SPENCER SCHOOL OF BUSINESS	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
UNIVERSITY OF OSTEOPATHIC MEDICINE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
WALDORF COLLEGE	20	$23,354	7	$26,387	5	$23,616	8	$20,537	0	$0	0	$0
Independent 2-Yr/Other Average	30	$22,890	12	$25,343	6	$19,680	11	$21,805	1	$24,633	0	$0
TOTAL	3,506	$33,677	1,308	$41,388	829	$32,805	807	$28,431	373	$23,364	189	$26,882

Source: IPEDS Salaries Of Full-Time Instructional Faculty

FEMALE FACULTY / SALARY INFORMATION
12 - MONTH FACULTY
1987-1988

Institution	TOTAL N	TOTAL MEAN SALARY	PROFESSOR N	PROFESSOR MEAN SALARY	ASSOCIATE PROFESSOR N	ASSOCIATE PROFESSOR MEAN SALARY	ASSISTANT PROFESSOR N	ASSISTANT PROFESSOR MEAN SALARY	INSTRUCTOR N	INSTRUCTOR MEAN SALARY	LECTURER/ OTHER N	LECTURER/ OTHER MEAN SALARY
IOWA STATE UNIVERSITY	59	$44,503	16	$61,575	19	$44,140	13	$38,346	11	$27,574	0	$0
UNIVERSITY OF IOWA	39	$43,705	7	$56,013	14	$46,342	16	$37,938	2	$28,300	0	$0
UNIVERSITY OF NORTHERN IOWA	2	$34,737	0	$0	1	$39,693	0	$0	1	$29,782	0	$0
Regents' Universities Average	100	$43,996	23	$59,882	34	$44,916	29	$38,121	14	$27,836	0	$0
BRIAR CLIFF COLLEGE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
BUENA VISTA COLLEGE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
CENTRAL UNIVERSITY OF IOWA	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
CLARKE COLLEGE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
COE COLLEGE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
CORNELL COLLEGE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
DIVINE WORD COLLEGE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
DORDT COLLEGE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
DRAKE UNIVERSITY	3	$34,868	0	$0	3	$34,868	0	$0	0	$0	0	$0
GRACELAND COLLEGE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
GRAND VIEW COLLEGE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
GRINNELL COLLEGE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
IOWA WESLEYAN COLLEGE	2	$17,812	0	$0	1	$19,124	0	$0	1	$16,500	0	$0
LORAS COLLEGE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
LUTHER COLLEGE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
MARYCREST COLLEGE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
MORNINGSIDE COLLEGE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
MOUNT MERCY COLLEGE	1	$32,476	0	$0	0	$0	1	$32,476	0	$0	0	$0
MOUNT SAINT CLARE COLLEGE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
NORTHWESTERN COLLEGE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
SAINT AMBROSE UNIVERSITY	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
SIMPSON COLLEGE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0

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FEMALE FACULTY / SALARY INFORMATION
12 - MONTH FACULTY
1987-1988

Institution	TOTAL		PROFESSOR		ASSOCIATE PROFESSOR		ASSISTANT PROFESSOR		INSTRUCTOR		LECTURER/ OTHER	
	N	MEAN SALARY	N	MEAN SALARY	N	MEAN SALARY	N	MEAN SALARY	N	MEAN SALARY	N	MEAN SALARY
UNIVERSITY OF DUBUQUE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
UPPER IOWA UNIVERSITY	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
WARTBURG COLLEGE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
WESTMAR COLLEGE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
WILLIAM PENN COLLEGE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
Independent 4-Yr. Average	6	$28,784	0	$0	4	$30,932	1	$32,476	1	$16,500	0	$0
DES MOINES COMMUNITY COLLEGE	25	$33,420	0	$0	0	$0	0	$0	0	$0	25	$33,420
EASTERN IOWA COMMUNITY COLLEGE	23	$28,277	0	$0	0	$0	0	$0	23	$28,277	0	$0
ELLSWORTH COMMUNITY COLLEGE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
HAWKEYE INST TECHNOLOGY	26	$26,064	0	$0	0	$0	0	$0	0	$0	26	$26,064
INDIAN HILLS COMMUNITY COLLEGE	26	$24,703	0	$0	0	$0	0	$0	0	$0	26	$24,703
IOWA CENTRAL COMMUNITY COLLEGE	12	$28,419	0	$0	0	$0	0	$0	12	$28,419	0	$0
IOWA LAKES COMMUNITY COLLEGE	17	$24,956	0	$0	0	$0	0	$0	0	$0	17	$24,956
IOWA WESTERN COMMUNITY COLLEGE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
KIRKWOOD COMMUNITY COLLEGE	39	$26,617	12	$31,483	6	$25,343	13	$24,407	8	$23,862	0	$0
MARSHALLTOWN COMMUNITY COLLEGE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
NORTH IOWA AREA COMMUNITY COLLEGE	4	$33,794	0	$0	0	$0	0	$0	4	$33,794	0	$0
NORTHEAST IOWA TECHNICAL INSTITUTE	3	$25,693	0	$0	0	$0	0	$0	3	$25,693	0	$0
NORTHWEST IOWA TECHNICAL COLLEGE	3	$28,758	0	$0	0	$0	0	$0	0	$0	3	$28,758
SOUTHEASTERN COMMUNITY COLLEGE	9	$31,715	0	$0	0	$0	0	$0	0	$0	9	$31,715
SOUTHWESTERN COMMUNITY COLLEGE	5	$23,569	0	$0	0	$0	0	$0	5	$23,569	0	$0
WESTERN IOWA TECH	15	$30,493	0	$0	0	$0	0	$0	0	$0	15	$30,493
Community Colleges Average	207	$27,866	12	$31,483	6	$25,343	13	$24,407	55	$27,498	121	$28,172
ALLEN MEMORIAL HOSPITAL SCHOOL OF N	1	$25,000	0	$0	0	$0	0	$0	0	$0	1	$25,000

Source: IPEDS Salaries Of Full-Time Instructional Faculty

FEMALE FACULTY / SALARY INFORMATION
12 - MONTH FACULTY
1987-1988

Institution	TOTAL		PROFESSOR		ASSOCIATE PROFESSOR		ASSISTANT PROFESSOR		INSTRUCTOR		LECTURER/ OTHER	
	N	MEAN SALARY	N	MEAN SALARY	N	MEAN SALARY	N	MEAN SALARY	N	MEAN SALARY	N	MEAN SALARY
AMERICAN INSTITUTE OF BUSINESS	17	$28,216	0	$0	0	$0	0	$0	0	$0	17	$28,216
AMERICAN INSTITUTE OF COMMERCE	27	$18,972	0	$0	0	$0	0	$0	27	$18,972	0	$0
FAITH BAPTIST BIBLE COLLEGE AND SEM	2	$23,663	0	$0	1	$24,058	1	$23,268	0	$0	0	$0
IOWA METHODIST SCHOOL OF NURSING	20	$30,172	0	$0	0	$0	0	$0	0	$0	20	$30,172
JENNIE EDMUNDSON MEM HOSP SCH OF NU	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
MERCY HOSPITAL MEDICAL CENTER SCHOO	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
PALMER COLLEGE OF CHIROPRACTIC	28	$26,530	3	$41,906	1	$35,561	8	$28,048	11	$24,284	5	$18,015
SPENCER SCHOOL OF BUSINESS	3	$20,049	0	$0	0	$0	0	$0	0	$0	3	$20,049
UNIVERSITY OF OSTEOPATHIC MEDICINE	22	$51,099	3	$61,485	8	$51,947	7	$54,942	4	$34,887	0	$0
WALDORF COLLEGE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
Independent 2-Yr/Other Average	120	$29,957	6	$51,695	10	$47,519	16	$39,515	42	$21,879	46	$27,355
TOTAL	433	$32,184	41	$50,372	54	$42,187	59	$35,382	112	$25,335	167	$27,947

Source: IPEDS Salaries Of Full-Time Instructional Faculty

FEMALE FACULTY / SALARY INFORMATION
9 - MONTH FACULTY
1987-1988

Institution	TOTAL		PROFESSOR		ASSOCIATE PROFESSOR		ASSISTANT PROFESSOR		INSTRUCTOR		LECTURER/ OTHER	
	N	MEAN SALARY	N	MEAN SALARY	N	MEAN SALARY	N	MEAN SALARY	N	MEAN SALARY	N	MEAN SALARY
IOWA STATE UNIVERSITY	245	$27,271	19	$40,863	57	$32,963	93	$27,057	76	$19,867	0	$0
UNIVERSITY OF IOWA	161	$34,454	34	$46,005	53	$34,813	72	$28,949	2	$26,750	0	$0
UNIVERSITY OF NORTHERN IOWA	161	$28,696	14	$39,937	36	$32,998	64	$28,022	47	$22,971	0	$0
Regents' Universities Average	567	$29,715	67	$43,279	146	$33,643	229	$27,922	125	$21,144	0	$0
BRIAR CLIFF COLLEGE	22	$23,837	2	$28,600	3	$26,696	9	$25,115	8	$20,137	0	$0
BUENA VISTA COLLEGE	15	$25,292	2	$30,564	3	$31,253	6	$24,212	4	$19,803	0	$0
CENTRAL UNIVERSITY OF IOWA	21	$28,947	2	$38,776	9	$31,137	9	$25,674	1	$19,035	0	$0
CLARKE COLLEGE	30	$22,715	6	$28,109	3	$29,831	14	$21,111	7	$18,249	0	$0
COE COLLEGE	15	$25,065	2	$33,444	4	$27,462	8	$22,288	1	$20,932	0	$0
CORNELL COLLEGE	15	$28,225	3	$38,740	2	$30,995	8	$25,200	1	$20,568	1	$23,000
DIVINE WORD COLLEGE	8	$17,105	0	$0	1	$21,841	4	$17,094	3	$15,541	0	$0
DORDT COLLEGE	8	$25,649	2	$30,814	2	$26,491	1	$23,998	3	$22,195	0	$0
DRAKE UNIVERSITY	46	$25,260	5	$29,041	13	$27,795	17	$23,471	11	$23,310	0	$0
GRACELAND COLLEGE	16	$20,117	4	$21,741	4	$20,922	2	$20,500	6	$18,370	0	$0
GRAND VIEW COLLEGE	29	$23,922	4	$28,628	7	$24,767	18	$22,548	0	$0	0	$0
GRINNELL COLLEGE	24	$32,228	3	$44,500	8	$34,312	8	$28,997	5	$26,700	0	$0
IOWA WESLEYAN COLLEGE	13	$17,987	2	$20,971	6	$18,233	4	$16,500	1	$16,500	0	$0
LORAS COLLEGE	22	$23,447	3	$28,781	4	$25,436	9	$23,458	6	$19,439	0	$0
LUTHER COLLEGE	41	$25,279	5	$34,646	10	$28,749	15	$23,289	11	$20,582	0	$0
MARYCREST COLLEGE	17	$20,652	2	$25,850	4	$22,060	9	$19,205	2	$19,150	0	$0
MORNINGSIDE COLLEGE	16	$21,156	0	$0	3	$24,166	9	$20,811	4	$19,675	0	$0
MOUNT MERCY COLLEGE	29	$22,795	3	$26,801	4	$23,765	18	$22,885	4	$18,412	0	$0
MOUNT SAINT CLARE COLLEGE	6	$18,132	0	$0	0	$0	0	$0	0	$0	6	$18,132
NORTHWESTERN COLLEGE	7	$20,737	0	$0	2	$21,873	5	$20,282	0	$0	0	$0
SAINT AMBROSE UNIVERSITY	16	$25,714	5	$30,030	1	$25,935	8	$23,948	2	$21,875	0	$0
SIMPSON COLLEGE	16	$26,403	1	$36,500	4	$29,050	5	$25,610	6	$23,616	0	$0

Source: IPEDS Salaries Of Full-Time Instructional Faculty

FEMALE FACULTY / SALARY INFORMATION
9 - MONTH FACULTY
1987-1988

Institution	TOTAL		PROFESSOR		ASSOCIATE PROFESSOR		ASSISTANT PROFESSOR		INSTRUCTOR		LECTURER/ OTHER	
	N	MEAN SALARY	N	MEAN SALARY	N	MEAN SALARY	N	MEAN SALARY	N	MEAN SALARY	N	MEAN SALARY
UNIVERSITY OF DUBUQUE	14	$19,629	2	$0	6	$24,456	5	$22,059	1	$17,774	0	$0
UPPER IOWA UNIVERSITY	3	$18,183	0	$0	0	$0	2	$18,410	1	$17,730	0	$0
WARTBURG COLLEGE	19	$25,207	2	$35,667	7	$26,818	10	$21,987	0	$0	0	$0
WESTMAR COLLEGE	3	$21,066	0	$0	2	$21,050	1	$21,100	0	$0	0	$0
WILLIAM PENN COLLEGE	7	$22,575	1	$27,677	2	$24,000	2	$22,562	2	$18,613	0	$0
Independent 4-Yr. Average	478	$24,141	61	$29,651	114	$26,737	206	$22,820	90	$20,559	7	$18,827
DES MOINES COMMUNITY COLLEGE	54	$25,065	0	$0	0	$0	0	$0	0	$0	54	$25,065
EASTERN IOWA COMMUNITY COLLEGE	41	$22,283	0	$0	0	$0	0	$0	41	$22,283	0	$0
ELLSWORTH COMMUNITY COLLEGE	12	$24,118	4	$28,850	4	$23,962	2	$20,812	2	$18,275	0	$0
HAWKEYE INST TECHNOLOGY	19	$21,950	0	$0	0	$0	0	$0	0	$0	19	$21,950
INDIAN HILLS COMMUNITY COLLEGE	13	$22,865	0	$0	0	$0	0	$0	0	$0	13	$22,865
IOWA CENTRAL COMMUNITY COLLEGE	13	$24,871	2	$23,203	0	$0	0	$0	11	$25,175	0	$0
IOWA LAKES COMMUNITY COLLEGE	3	$21,874	0	$0	0	$0	0	$0	0	$0	3	$21,874
IOWA WESTERN COMMUNITY COLLEGE	36	$22,091	2	$26,265	8	$24,530	9	$21,987	17	$20,507	0	$0
KIRKWOOD COMMUNITY COLLEGE	31	$23,536	11	$25,747	2	$23,331	10	$23,192	8	$20,976	0	$0
MARSHALLTOWN COMMUNITY COLLEGE	17	$23,420	4	$29,187	5	$24,270	5	$20,940	3	$18,450	0	$0
NORTH IOWA AREA COMMUNITY COLLEGE	19	$26,583	0	$0	0	$0	0	$0	19	$26,583	0	$0
NORTHEAST IOWA TECHNICAL INSTITUTE	38	$24,898	0	$0	0	$0	0	$0	38	$24,898	0	$0
NORTHWEST IOWA TECHNICAL COLLEGE	2	$19,406	0	$0	0	$0	0	$0	0	$0	2	$19,406
SOUTHEASTERN COMMUNITY COLLEGE	15	$26,719	0	$0	0	$0	0	$0	0	$0	15	$26,719
SOUTHWESTERN COMMUNITY COLLEGE	6	$18,559	0	$0	0	$0	0	$0	6	$18,559	0	$0
WESTERN IOWA TECH	7	$22,461	0	$0	0	$0	0	$0	0	$0	7	$22,461
Community Colleges Average	326	$23,749	23	$26,709	19	$24,216	26	$22,159	145	$23,182	113	$24,162
ALLEN MEMORIAL HOSPITAL SCHOOL OF N	13	$20,472	0	$0	0	$0	0	$0	13	$20,472	0	$0

Source: IPEDS Salaries Of Full-Time Instructional Faculty

FEMALE FACULTY / SALARY INFORMATION
9 - MONTH FACULTY
1987-1988

Institution	TOTAL		PROFESSOR		ASSOCIATE PROFESSOR		ASSISTANT PROFESSOR		INSTRUCTOR		LECTURER/ OTHER	
	N	MEAN SALARY	N	MEAN SALARY	N	MEAN SALARY	N	MEAN SALARY	N	MEAN SALARY	N	MEAN SALARY
AMERICAN INSTITUTE OF BUSINESS	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
AMERICAN INSTITUTE OF COMMERCE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
FAITH BAPTIST BIBLE COLLEGE AND SEM	2	$23,663	0	$0	1	$24,058	1	$23,268	0	$0	0	$0
IOWA METHODIST SCHOOL OF NURSING	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
JENNIE EDMUNDSON MEM HOSP SCH OF NU	5	$25,400	0	$0	0	$0	0	$0	5	$25,400	0	$0
MERCY HOSPITAL MEDICAL CENTER SCHOO	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
PALMER COLLEGE OF CHIROPRACTIC	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
SPENCER SCHOOL OF BUSINESS	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
UNIVERSITY OF OSTEOPATHIC MEDICINE	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
WALDORF COLLEGE	6	$20,221	0	$0	2	$23,230	2	$20,896	2	$16,538	0	$0
Independent 2-Yr/Other Average	26	$21,607	0	$0	3	$23,506	3	$21,686	20	$21,310	0	$0
TOTAL	1,397	$26,265	151	$35,250	282	$30,108	464	$25,293	380	$21,792	120	$23,850

Source: IPEDS Salaries Of Full-Time Instructional Faculty

FACULTY TENURE STATUS BY RANK
1987-1988

Institution	Professor		Associate Professor		Assistant Professor		Instructors		Other		Total	
	Total Tenured	% Tenured	Total Tenured	% Tenured	Total Tenured	% Tenured	Total Tenured	% Tenured	Total Tenured	% Tenured	Total Tenured	% Tenured
IOWA STATE UNIVERSITY	508	99.4%	313	95.4%	64	20.2%	0	0.0%	0	0.0%	885	67.9%
UNIVERSITY OF IOWA	474	99.4%	260	93.9%	20	8.5%	0	0.0%	0	0.0%	754	75.3%
UNIVERSITY OF NORTHERN IOWA	143	100.0%	142	95.3%	90	48.9%	1	1.2%	0	0.0%	376	66.9%
Regents' Universities Total	1,125	99.5%	715	94.8%	174	23.6%	1	0.4%	0	0.0%	2,015	70.3%
BRIAR CLIFF COLLEGE	14	100.0%	8	80.0%	0	0.0%	0	0.0%	0	0.0%	22	37.3%
BUENA VISTA COLLEGE	19	86.4%	9	69.2%	2	7.4%	0	0.0%	0	0.0%	30	44.8%
CENTRAL UNIVERSITY OF IOWA	22	100.0%	22	95.7%	8	30.8%	0	0.0%	0	0.0%	52	68.4%
CLARKE COLLEGE	7	100.0%	5	71.4%	5	29.4%	0	0.0%	0	0.0%	17	37.0%
COE COLLEGE	23	100.0%	24	100.0%	7	41.2%	0	0.0%	0	0.0%	54	83.1%
CORNELL COLLEGE	31	100.0%	8	88.9%	0	0.0%	0	0.0%	0	0.0%	39	55.7%
DIVINE WORD COLLEGE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
DORDT COLLEGE	24	100.0%	7	50.0%	1	7.1%	0	0.0%	0	0.0%	32	49.2%
DRAKE UNIVERSITY	104	98.1%	45	81.8%	5	14.3%	0	0.0%	0	0.0%	154	74.0%
GRACELAND COLLEGE	23	95.8%	12	80.0%	3	27.3%	0	0.0%	0	0.0%	38	66.7%
GRAND VIEW COLLEGE	20	100.0%	10	71.4%	2	7.4%	0	0.0%	0	0.0%	32	50.0%
GRINNELL COLLEGE	39	100.0%	29	93.5%	0	0.0%	0	0.0%	0	0.0%	68	63.0%
IOWA WESLEYAN COLLEGE	9	100.0%	11	91.7%	2	22.2%	0	0.0%	0	0.0%	22	57.9%
LORAS COLLEGE	33	97.1%	21	70.0%	1	2.7%	0	0.0%	0	0.0%	55	51.4%
LUTHER COLLEGE	60	100.0%	20	76.9%	6	16.7%	0	0.0%	0	0.0%	86	61.0%
MAHARISHI INTERNATIONAL UNIVERSITY	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
MARYCREST COLLEGE	2	100.0%	9	90.0%	6	23.1%	0	0.0%	0	0.0%	17	41.5%
MORNINGSIDE COLLEGE	19	100.0%	17	85.0%	1	4.8%	0	0.0%	0	0.0%	37	56.1%
MOUNT MERCY COLLEGE	5	100.0%	11	78.6%	21	63.6%	0	0.0%	0	0.0%	37	61.7%
MOUNT SAINT CLARE COLLEGE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
NORTHWESTERN COLLEGE	15	100.0%	17	94.4%	3	17.6%	0	0.0%	1	100.0%	36	67.9%
SAINT AMBROSE UNIVERSITY	24	85.7%	10	90.9%	10	37.0%	0	0.0%	0	0.0%	44	63.8%
SIMPSON COLLEGE	24	100.0%	11	91.7%	4	40.0%	0	0.0%	0	0.0%	39	62.9%
UNIVERSITY OF DUBUQUE	17	77.3%	11	52.4%	3	27.3%	0	0.0%	0	0.0%	31	54.4%

Source: IPEDS Salaries Of Full-Time Instructional Faculty

FACULTY TENURE STATUS BY RANK
1987-1988

	Professor		Associate Professor		Assistant Professor		Instructors		Other		Total	
Institution	Total Tenured	% Tenured	Total Tenured	% Tenured	Total Tenured	% Tenured	Total Tenured	% Tenured	Total Tenured	% Tenured	Total Tenured	% Tenured
UPPER IOWA UNIVERSITY	3	75.0%	5	100.0%	0	0.0%	0	0.0%	0	0.0%	8	44.4%
WARTBURG COLLEGE	25	100.0%	15	75.0%	5	20.8%	0	0.0%	0	0.0%	45	63.4%
WESTMAR COLLEGE	5	100.0%	1	25.0%	1	7.7%	0	0.0%	0	0.0%	7	25.9%
WILLIAM PENN COLLEGE	6	66.7%	9	69.2%	2	50.0%	0	0.0%	0	0.0%	17	48.6%
Independent 4-Yr. Total	573	96.6%	347	80.0%	98	18.3%	0	0.0%	1	4.8%	1,019	58.0%
DES MOINES COMMUNITY COLLEGE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
EASTERN IOWA COMMUNITY COLLEGE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
ELLSWORTH COMMUNITY COLLEGE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
HAWKEYE INST TECHNOLOGY	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
INDIAN HILLS COMMUNITY COLLEGE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
IOWA CENTRAL COMMUNITY COLLEGE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
IOWA LAKES COMMUNITY COLLEGE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
IOWA WESTERN COMMUNITY COLLEGE	20	100.0%	27	100.0%	27	100.0%	34	100.0%	0	0.0%	108	100.0%
KIRKWOOD COMMUNITY COLLEGE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
MARSHALLTOWN COMMUNITY COLLEGE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
NORTH IOWA AREA COMMUNITY COLLEGE	0	0.0%	0	0.0%	0	0.0%	72	90.0%	0	0.0%	72	90.0%
NORTHEAST IOWA TECHNICAL INSTITUTE	8	50.0%	0	0.0%	0	0.0%	57	75.0%	0	0.0%	65	70.7%
NORTHWEST IOWA TECHNICAL COLLEGE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	33	100.0%	33	100.0%
SOUTHEASTERN COMMUNITY COLLEGE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
SOUTHWESTERN COMMUNITY COLLEGE	0	0.0%	0	0.0%	0	0.0%	22	78.6%	9	90.0%	31	81.6%
WESTERN IOWA TECH	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Community Colleges Total	28	16.2%	27	30.7%	27	27.0%	185	39.4%	42	6.1%	309	20.3%
ALLEN MEMORIAL HOSPITAL SCHOOL OF N	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
AMERICAN INSTITUTE OF BUSINESS	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
AMERICAN INSTITUTE OF COMMERCE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
FAITH BAPTIST BIBLE COLLEGE AND SEM	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

Source: IPEDS Salaries Of Full-Time Instructional Faculty

FACULTY TENURE STATUS BY RANK
1987-1988

Institution	Professor		Associate Professor		Assistant Professor		Instructors		Other		Total	
	Total Tenured	% Tenured	Total Tenured	% Tenured	Total Tenured	% Tenured	Total Tenured	% Tenured	Total Tenured	% Tenured	Total Tenured	% Tenured
HAMILTON BUSINESS COLLEGE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
IOWA METHODIST SCHOOL OF NURSING	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
JENNIE EDMUNDSON MEM HOSP SCH OF NU	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
MERCY HOSPITAL MEDICAL CENTER SCHOO	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
PALMER COLLEGE OF CHIROPRACTIC	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
SAINT LUKE'S SCHOOL OF NURSING	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
SPENCER SCHOOL OF BUSINESS	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
UNIVERSITY OF OSTEOPATHIC MEDICINE	15	83.3%	21	65.6%	2	7.1%	1	10.0%	0	0.0%	39	44.3%
WALDORF COLLEGE	7	100.0%	3	42.9%	0	0.0%	0	0.0%	0	0.0%	10	38.5%
Indepndent 2-Yr/Other Total	22	34.4%	24	34.8%	2	2.6%	1	1.3%	0	0.0%	49	13.8%
TOTAL	1,748	89.1%	1,113	82.8%	301	20.8%	187	19.4%	43	5.5%	3,392	52.2%

Source: IPEDS Salaries Of Full-Time Instructional Faculty

TEACHING ASSISTANTS AT REGENTS' UNIVERSITIES

Iowa State University	351 FTE	(1987-88)
University of Iowa	695 FTE	(1988-89)
University of Northern Iowa	130 FTE	(1988-89)

Only the University of Iowa reported the actual number of individuals, 1,563. Because this is slightly more than twice the FTE number, it shows that most teaching assistants work half-time, but there are also some on quarter-time. Both Iowa State University and the University of Northern Iowa reported that their teaching assistants work half-time or quarter-time. The UNI figure includes research assistants as well as teaching assistants.

AGE DISTRIBUTION OF FACULTY AT REGENTS' UNIVERSITIES

(See Chart on Next Page)

Proportion of Faculty 50 or Older

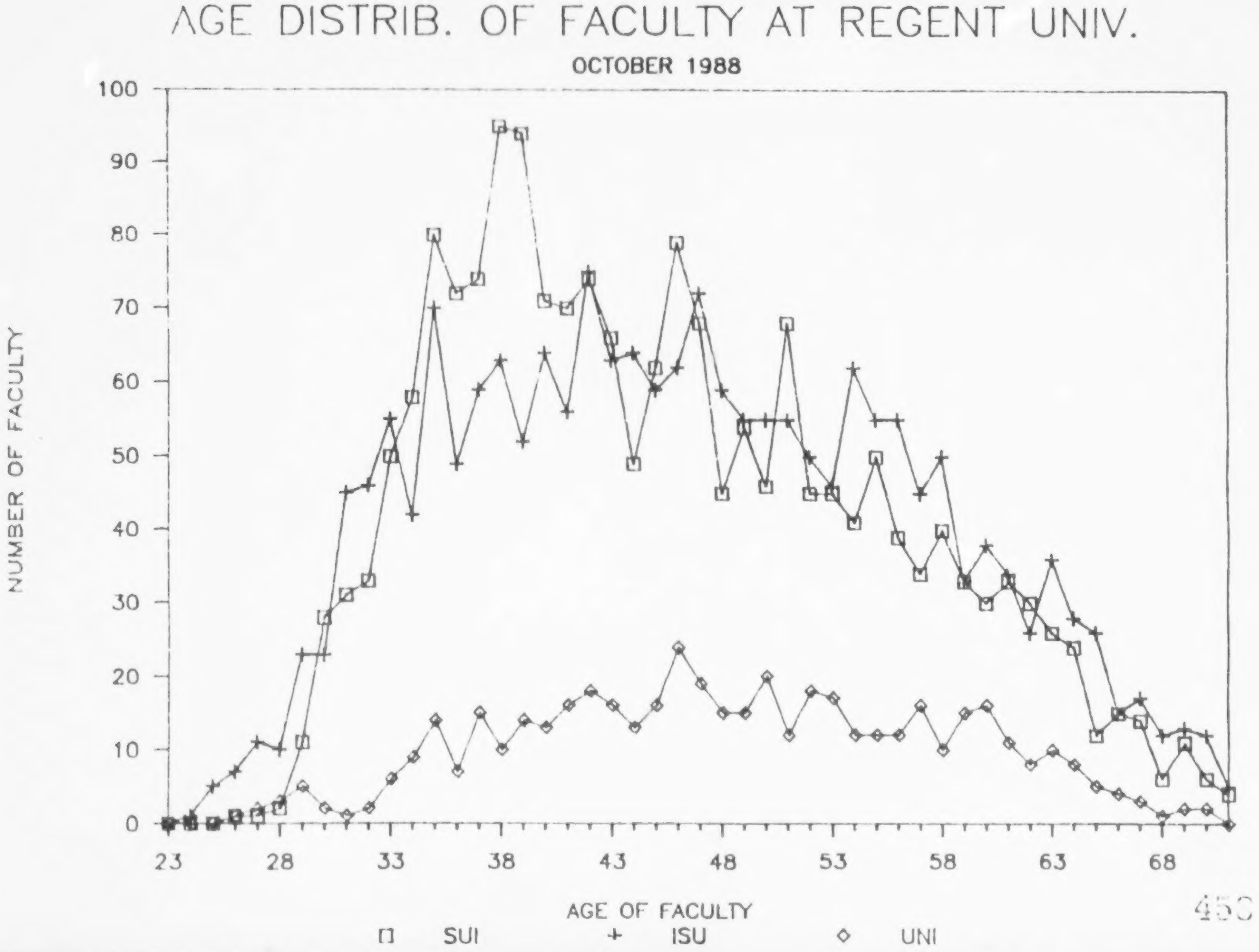
Iowa State University	43%
University of Iowa	35%
University of Northern Iowa	42%

Average Age of Faculty

Iowa State University	48
University of Iowa	46
University of Northern Iowa	48

Projected Annual Faculty Retirements, 1989-2003

Iowa State University	20%
University of Iowa	22%
University of Northern Iowa	13%


AGE DISTRIB. OF FACULTY AT REGENT UNIV.
OCTOBER 1988
NUMBER OF FACULTY
100
90
80
70
60
50
40
30
20
10
0
23
28
33
38
43
48
53
58
63
68
AGE OF FACULTY
□ SUI
+ ISU
◇ UNI

FULL-TIME EMPLOYEES
BY OCCUPATIONAL CLASS
FALL 1987

Institution	Faculty No.	Faculty %	Executive/ Administrative Managers No.	Executive/ Administrative Managers %	Professional Non-Faculty	Secretarial Clerical	Technical Paraprofessional	Skilled Crafts	Service Maintenance	% Rest	Total
IOWA STATE UNIVERSITY	1,543	29.0%	491	9.2%	1,193	1,015	235	278	572	61.8%	5,327
UNIVERSITY OF IOWA	1,740	16.8%	132	1.3%	3,549	2,222	478	466	1,782	81.9%	10,369
UNIVERSITY OF NORTHERN IOWA	546	39.5%	77	5.6%	228	232	16	87	198	55.0%	1,384
Regents' Universities Total	3,829	22.4%	700	4.1%	4,970	3,469	729	831	2,552	73.5%	17,080
BRIAR CLIFF COLLEGE	66	44.3%	40	26.8%	3	19	9	5	7	28.9%	149
BUENA VISTA COLLEGE	67	34.5%	20	10.3%	44	33	3	7	20	55.2%	194
CENTRAL UNIVERSITY OF IOWA	79	43.4%	18	9.9%	31	15	5	4	30	46.7%	182
CLARKE COLLEGE	46	37.1%	35	28.2%	6	15	0	5	17	34.7%	124
COE COLLEGE	72	43.4%	11	6.6%	20	13	27	4	19	50.0%	166
CORNELL COLLEGE	71	34.8%	12	5.9%	21	61	4	10	25	59.3%	204
DIVINE WORD COLLEGE	19	70.4%	0	0.0%	0	8	0	0	0	29.6%	27
DORDT COLLEGE	65	55.1%	32	27.1%	0	15	0	0	6	17.8%	118
DRAKE UNIVERSITY	229	31.5%	144	19.8%	36	152	19	26	121	48.7%	727
GRACELAND COLLEGE	56	27.9%	22	10.9%	39	34	4	11	35	61.2%	201
GRAND VIEW COLLEGE	63	48.5%	30	23.1%	0	30	0	0	7	28.5%	130
GRINNELL COLLEGE	119	35.0%	12	3.5%	48	77	26	18	40	61.5%	340
IOWA WESLEYAN COLLEGE	37	29.4%	17	13.5%	7	33	5	6	21	57.1%	126
LORAS COLLEGE	116	38.4%	14	4.6%	54	41	0	4	73	57.0%	302
LUTHER COLLEGE	141	39.8%	5	1.4%	63	58	16	19	52	58.8%	354
MAHARISHI INTERNATIONAL UNIVERSITY	98	28.6%	36	10.5%	29	94	19	20	47	60.9%	343
MARYCREST COLLEGE	41	33.6%	18	14.8%	13	28	1	1	20	51.6%	122
MORNINGSIDE COLLEGE	69	42.9%	45	28.0%	1	19	11	0	16	29.2%	161
MOUNT MERCY COLLEGE	64	51.6%	36	29.0%	0	16	0	0	8	19.4%	124
MOUNT SAINT CLARE COLLEGE	0	0.0%	0	0.0%	0	0	0	0	0	0.0%	0
NORTHWESTERN COLLEGE	53	51.0%	7	6.7%	24	8	7	3	2	42.3%	104
SAINT AMBROSE UNIVERSITY	69	42.3%	5	3.1%	58	25	0	0	6	54.6%	163

Source: Equal Employment Opportunity Commission Report. This information is not readily available for hospital schools of nursing.

FULL-TIME EMPLOYEES
BY OCCUPATIONAL CLASS
FALL 1987

Institution	Faculty No.	Faculty %	Executive/ Administrative Managers No.	Executive/ Administrative Managers %	Professional Non-Faculty	Secretarial Clerical	Technical Paraprofessional	Skilled Crafts	Service Maintenance	% Rest	Total
SIMPSON COLLEGE	62	37.6%	10	6.1%	32	33	2	7	19	56.4%	165
UNIVERSITY OF DUBUQUE	66	39.8%	5	3.0%	36	33	5	1	20	57.2%	166
UPPER IOWA UNIVERSITY	18	22.5%	26	32.5%	11	12	0	0	13	45.0%	80
WARTBURG COLLEGE	72	33.6%	45	21.0%	6	31	1	23	36	45.3%	214
WESTMAR COLLEGE	34	38.2%	10	11.2%	17	15	1	5	7	50.6%	89
WILLIAM PENN COLLEGE	38	37.6%	19	18.8%	0	30	0	0	14	43.6%	101
Independent 4-Yr. Total	1,930	37.3%	674	13.0%	599	948	165	179	681	49.7%	5,176
DES MOINES COMMUNITY COLLEGE	204	43.1%	32	6.8%	56	112	23	17	29	50.1%	473
EASTERN IOWA COMMUNITY COLLEGE	154	36.3%	46	10.8%	76	109	13	1	25	52.8%	424
ELLSWORTH COMMUNITY COLLEGE	56	68.3%	4	4.9%	3	7	0	0	12	26.8%	82
HAWKEYE INST TECHNOLOGY	119	47.2%	39	15.5%	8	50	7	3	26	37.3%	252
INDIAN HILLS COMMUNITY COLLEGE	105	36.5%	25	8.7%	37	47	48	5	21	54.9%	288
IOWA CENTRAL COMMUNITY COLLEGE	100	38.3%	11	4.2%	71	44	11	0	24	57.5%	261
IOWA LAKES COMMUNITY COLLEGE	70	45.8%	14	9.2%	20	31	4	2	12	45.1%	153
IOWA WESTERN COMMUNITY COLLEGE	107	38.1%	14	5.0%	57	68	0	0	35	56.9%	281
KIRKWOOD COMMUNITY COLLEGE	177	39.0%	53	11.7%	75	90	31	0	28	49.3%	454
MARSHALLTOWN COMMUNITY COLLEGE	45	60.8%	5	6.8%	0	10	3	1	10	32.4%	74
NORTH IOWA AREA COMMUNITY COLLEGE	74	36.8%	8	4.0%	48	39	8	0	24	59.2%	201
NORTHEAST IOWA TECHNICAL INSTITUTE	74	42.8%	16	9.2%	25	37	4	1	16	48.0%	173
NORTHWEST IOWA TECHNICAL COLLEGE	35	45.5%	14	18.2%	8	17	0	0	3	36.4%	77
SOUTHEASTERN COMMUNITY COLLEGE	80	42.8%	33	17.6%	28	37	0	0	9	39.6%	187
SOUTHWESTERN COMMUNITY COLLEGE	38	45.2%	7	8.3%	14	14	0	0	11	46.4%	84
WESTERN IOWA TECH	65	31.7%	31	15.1%	41	27	16	4	21	53.2%	205
Community Colleges Total	1,503	41.0%	352	9.6%	567	739	168	34	306	49.4%	3,669

Source: Equal Employment Opportunity Commission Report. This information is not readily available for hospital schools of nursing.

FULL-TIME EMPLOYEES
BY OCCUPATIONAL CLASS
FALL 1987

Institution	Faculty No.	Faculty %	Executive/ Administrative Managers No.	Executive/ Administrative Managers %	Professional Non-Faculty	Secretarial Clerical	Technical Paraprofessional	Skilled Crafts	Service Maintenance	% Rest	Total
ALLEN MEMORIAL HOSPITAL SCHOOL OF N	7	58.3%	2	16.7%	1	1	1	0	0	25.0%	12
AMERICAN INSTITUTE OF BUSINESS	29	38.2%	5	6.6%	15	6	19	2	0	55.3%	76
AMERICAN INSTITUTE OF COMMERCE	32	42.7%	7	9.3%	21	15	0	0	0	48.0%	75
FAITH BAPTIST BIBLE COLLEGE AND SEM	16	32.0%	9	18.0%	0	12	2	3	8	50.0%	50
HAMILTON BUSINESS COLLEGE	8	61.5%	1	7.7%	3	1	0	0	0	30.8%	13
IOWA METHODIST SCHOOL OF NURSING	27	73.0%	4	10.8%	0	3	3	0	0	16.2%	37
JENNIE EDMUNDSON MEM HOSP SCH OF NU	8	57.1%	1	7.1%	1	4	0	0	0	35.7%	14
MERCY HOSPITAL MEDICAL CENTER SCHOO	0	0.0%	0	0.0%	0	0	0	0	0	0.0%	0
PALMER COLLEGE OF CHIROPRACTIC	101	39.6%	22	8.6%	2	106	17	2	5	51.8%	255
SAINT LUKE'S SCHOOL OF NURSING	13	81.3%	1	6.3%	1	1	0	0	0	12.5%	16
SPENCER SCHOOL OF BUSINESS	5	31.3%	4	25.0%	0	3	4	0	0	43.8%	16
UNIVERSITY OF OSTEOPATHIC MEDICINE	80	23.3%	36	10.5%	18	120	60	11	19	66.3%	344
WALDORF COLLEGE	26	31.7%	6	7.3%	25	10	2	0	13	61.0%	82
Independent 2-Yr./Other Total	352	35.6%	98	9.9%	87	282	108	18	45	54.5%	990
TOTAL	7,614	28.3%	1,824	6.8%	6,223	5,438	1,170	1,062	3,584	64.9%	26,915

Source: Equal Employment Opportunity Commission Report. This information is not readily available for hospital schools of nursing.

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FT-EMPLOYEE DEMOGRAPHIC CHARACTERISTICS
FALL-1987

		ETHNIC GROUP								GENDER			
Institution	TOTAL	BLACK		WHITE		HISPANIC		OTHER		MALE		FEMALE	
IOWA STATE UNIVERSITY	3,784	43	1.1%	3,609	95.4%	13	0.3%	119	3.1%	1,926	50.9%	1,858	49.1%
UNIVERSITY OF IOWA	8,629	87	1.0%	8,361	96.9%	49	0.6%	132	1.5%	3,019	35.0%	5,610	65.0%
UNIVERSITY OF NORTHERN IOWA	838	56	6.7%	764	91.2%	8	1.0%	10	1.2%	390	46.5%	448	53.5%
Regents' Universities Total	13,251	186	1.4%	12,734	96.1%	70	0.5%	261	2.0%	5,335	40.3%	7,916	59.7%
BRIAR CLIFF COLLEGE	83	0	0.0%	81	97.6%	0	0.0%	2	2.4%	27	32.5%	56	67.5%
BUENA VISTA COLLEGE	127	0	0.0%	127	100.0%	0	0.0%	0	0.0%	53	41.7%	74	58.3%
CENTRAL UNIVERSITY OF IOWA	103	0	0.0%	102	99.0%	0	0.0%	1	1.0%	54	52.4%	49	47.6%
CLARKE COLLEGE	78	0	0.0%	78	100.0%	0	0.0%	0	0.0%	15	19.2%	63	80.8%
COE COLLEGE	94	6	6.4%	87	92.6%	0	0.0%	1	1.1%	36	38.3%	58	61.7%
CORNELL COLLEGE	133	30	22.6%	102	76.7%	0	0.0%	1	0.8%	36	27.1%	97	72.9%
DIVINE WORD COLLEGE	8	0	0.0%	8	100.0%	0	0.0%	0	0.0%	0	0.0%	8	100.0%
DORDT COLLEGE	53	0	0.0%	53	100.0%	0	0.0%	0	0.0%	31	58.5%	22	41.5%
DRAKE UNIVERSITY	498	16	3.2%	479	96.2%	1	0.2%	2	0.4%	198	39.8%	300	60.2%
GRACELAND COLLEGE	145	0	0.0%	140	96.6%	2	1.4%	3	2.1%	59	40.7%	86	59.3%
GRAND VIEW COLLEGE	67	1	1.5%	66	98.5%	0	0.0%	0	0.0%	15	22.4%	52	77.6%
GRINNELL COLLEGE	221	4	1.8%	217	98.2%	0	0.0%	0	0.0%	107	48.4%	114	51.6%
IOWA WESLEYAN COLLEGE	89	0	0.0%	89	100.0%	0	0.0%	0	0.0%	34	38.2%	55	61.8%
LORAS COLLEGE	186	2	1.1%	184	98.9%	0	0.0%	0	0.0%	67	36.0%	119	64.0%
LUTHER COLLEGE	213	2	0.9%	208	97.7%	0	0.0%	3	1.4%	80	37.6%	133	62.4%
MAHARISHI INTERNATIONAL UNIVERSITY	245	4	1.6%	240	98.0%	0	0.0%	1	0.4%	145	59.2%	100	40.8%
MARYCREST COLLEGE	81	9	11.1%	66	81.5%	5	6.2%	1	1.2%	25	30.9%	56	69.1%
MORNINGSIDE COLLEGE	92	0	0.0%	91	98.9%	0	0.0%	1	1.1%	41	44.6%	51	55.4%
MOUNT MERCY COLLEGE	60	2	3.3%	57	95.0%	0	0.0%	1	1.7%	18	30.0%	42	70.0%
MOUNT SAINT CLARE COLLEGE	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
NORTHWESTERN COLLEGE	51	0	0.0%	51	100.0%	0	0.0%	0	0.0%	32	62.7%	19	37.3%
SAINT AMBROSE UNIVERSITY	94	3	3.2%	90	95.7%	0	0.0%	1	1.1%	39	41.5%	55	58.5%
SIMPSON COLLEGE	103	0	0.0%	103	100.0%	0	0.0%	0	0.0%	40	38.8%	63	61.2%

Source: Equal Employment Opportunity Commission Report. This information is not readily available for hospital schools of nursing.
Full-time-Employee Demographics Characteristics report does not include faculty.

FT-EMPLOYEE DEMOGRAPHIC CHARACTERISTICS
FALL-1987

Institution	TOTAL	ETHNIC GROUP								GENDER			
		BLACK		WHITE		HISPANIC		OTHER		MALE		FEMALE	
UNIVERSITY OF DUBUQUE	100	1	1.0%	96	96.0%	2	2.0%	1	1.0%	43	43.0%	57	57.0%
UPPER IOWA UNIVERSITY	62	0	0.0%	61	98.4%	1	1.6%	0	0.0%	24	38.7%	38	61.3%
WARTBURG COLLEGE	142	1	0.7%	141	99.3%	0	0.0%	0	0.0%	57	40.1%	85	59.9%
WESTMAR COLLEGE	55	0	0.0%	55	100.0%	0	0.0%	0	0.0%	27	49.1%	28	50.9%
WILLIAM PENN COLLEGE	63	0	0.0%	63	100.0%	0	0.0%	0	0.0%	23	36.5%	40	63.5%
Independent 4-Yr. Total	3,246	81	2.5%	3,135	96.6%	11	0.3%	19	0.6%	1,326	40.9%	1,920	59.1%
DES MOINES COMMUNITY COLLEGE	269	12	4.5%	254	94.4%	2	0.7%	1	0.4%	95	35.3%	174	64.7%
EASTERN IOWA COMMUNITY COLLEGE	270	12	4.4%	255	94.4%	1	0.4%	2	0.7%	76	28.1%	194	71.9%
ELLSWORTH COMMUNITY COLLEGE	26	0	0.0%	26	100.0%	0	0.0%	0	0.0%	14	53.8%	12	46.2%
HAWKEYE INST TECHNOLOGY	133	14	10.5%	117	88.0%	0	0.0%	2	1.5%	51	38.3%	82	61.7%
INDIAN HILLS COMMUNITY COLLEGE	183	0	0.0%	183	100.0%	0	0.0%	0	0.0%	62	33.9%	121	66.1%
IOWA CENTRAL COMMUNITY COLLEGE	161	5	3.1%	156	96.9%	0	0.0%	0	0.0%	69	42.9%	92	57.1%
IOWA LAKES COMMUNITY COLLEGE	83	0	0.0%	83	100.0%	0	0.0%	0	0.0%	36	43.4%	47	56.6%
IOWA WESTERN COMMUNITY COLLEGE	174	0	0.0%	173	99.4%	1	0.6%	0	0.0%	75	43.1%	99	56.9%
KIRKWOOD COMMUNITY COLLEGE	277	2	0.7%	272	98.2%	3	1.1%	0	0.0%	130	46.9%	147	53.1%
MARSHALLTOWN COMMUNITY COLLEGE	29	0	0.0%	28	96.6%	0	0.0%	1	3.4%	13	44.8%	16	55.2%
NORTH IOWA AREA COMMUNITY COLLEGE	127	1	0.8%	126	99.2%	0	0.0%	0	0.0%	54	42.5%	73	57.5%
NORTHEAST IOWA TECHNICAL INSTITUTE	99	3	3.0%	96	97.0%	0	0.0%	0	0.0%	30	30.3%	69	69.7%
NORTHWEST IOWA TECHNICAL COLLEGE	42	0	0.0%	42	100.0%	0	0.0%	0	0.0%	20	47.6%	22	52.4%
SOUTHEASTERN COMMUNITY COLLEGE	107	1	0.9%	105	98.1%	1	0.9%	0	0.0%	42	39.3%	65	60.7%
SOUTHWESTERN COMMUNITY COLLEGE	46	0	0.0%	46	100.0%	0	0.0%	0	0.0%	22	47.8%	24	52.2%
WESTERN IOWA TECH	140	2	1.4%	135	96.4%	2	1.4%	1	0.7%	73	52.1%	67	47.9%
Community Colleges Total	2,166	52	2.4%	2,097	96.8%	10	0.5%	7	0.3%	862	39.8%	1,304	60.2%
ALLEN MEMORIAL HOSPITAL SCHOOL OF N	5	0	0.0%	5	100.0%	0	0.0%	0	0.0%	0	0.0%	5	100.0%
AMERICAN INSTITUTE OF BUSINESS	47	0	0.0%	46	97.9%	1	2.1%	0	0.0%	13	27.7%	34	72.3%

Source: Equal Employment Opportunity Commission Report. This information is not readily available for hospital schools of nursing.
Full-time-Employee Demographics Characteristics report does not include faculty.

FT-EMPLOYEE DEMOGRAPHIC CHARACTERISTICS
FALL-1987

Institution	TOTAL	ETHNIC GROUP								GENDER			
		BLACK		WHITE		HISPANIC		OTHER		MALE		FEMALE	
AMERICAN INSTITUTE OF COMMERCE	43	0	0.0%	41	95.3%	2	4.7%	0	0.0%	12	27.9%	31	72.1%
FAITH BAPTIST BIBLE COLLEGE AND SEM	34	0	0.0%	34	100.0%	0	0.0%	0	0.0%	18	52.9%	16	47.1%
HAMILTON BUSINESS COLLEGE	5	0	0.0%	5	100.0%	0	0.0%	0	0.0%	2	40.0%	3	60.0%
IOWA METHODIST SCHOOL OF NURSING	10	0	0.0%	10	100.0%	0	0.0%	0	0.0%	0	0.0%	10	100.0%
JENNIE EDMUNDSON MEM HOSP SCH OF NU	6	0	0.0%	6	100.0%	0	0.0%	0	0.0%	0	0.0%	6	100.0%
MERCY HOSPITAL MEDICAL CENTER SCHOO	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
PALMER COLLEGE OF CHIROPRACTIC	154	5	3.2%	145	94.2%	0	0.0%	4	2.6%	29	18.8%	125	81.2%
SAINT LUKE'S SCHOOL OF NURSING	3	0	0.0%	3	100.0%	0	0.0%	0	0.0%	0	0.0%	3	100.0%
SPENCER SCHOOL OF BUSINESS	11	0	0.0%	11	100.0%	0	0.0%	0	0.0%	2	18.2%	9	81.8%
UNIVERSITY OF OSTEOPATHIC MEDICINE	264	16	6.1%	243	92.0%	4	1.5%	1	0.4%	68	25.8%	196	74.2%
WALDORF COLLEGE	56	0	0.0%	54	96.4%	0	0.0%	2	3.6%	27	48.2%	29	51.8%
Independent 2-Yr/Other Total	638	21	3.3%	603	94.5%	7	1.1%	7	1.1%	171	26.8%	467	73.2%
TOTAL	19,301	340	1.8%	18,569	96.2%	98	0.5%	294	1.5%	7,694	39.9%	11,607	60.1%

Source: Equal Employment Opportunity Commission Report. This information is not readily available for hospital schools of nursing.
Full-time-Employee Demographics Characteristics report does not include faculty.

PART V

STUDENTS

Enrollment Report
Headcount Enrollment by Class and Level
Student Demographic Characteristics
Student Body Profile
Geographic Location of Alumni

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ENROLLMENT REPORT
FALL-1988

Institution	UNDERGRADUATE		GRADUATE		PROFESSIONAL		UNCLASSIFIED		TOTAL		GRAND TOTAL
	FULL TIME	PART TIME	FULL TIME	PART TIME	FULL TIME	PART TIME	FULL TIME	PART TIME	FULL TIME	PART TIME	ALL STUDENTS
IOWA STATE UNIVERSITY	19,490	1,258	2,271	1,715	371	5	131	207	22,263	3,185	25,448
UNIVERSITY OF IOWA	17,388	2,408	3,043	3,241	2,245	34	67	804	22,743	6,487	29,230
UNIVERSITY OF NORTHERN IOWA	8,958	1,366	308	647	0	0	21	172	9,287	2,185	11,472
Regents' Universities Total	45,836	5,032	5,622	5,603	2,616	39	219	1,183	54,293	11,857	66,150
BRIAR CLIFF COLLEGE	792	298	0	0	0	0	1	12	793	310	1,103
BUENA VISTA COLLEGE	2,011	479	0	0	0	0	77	154	2,088	633	2,721
CENTRAL UNIVERSITY OF IOWA	1,635	21	0	0	0	0	7	16	1,642	37	1,679
CLARKE COLLEGE	487	135	1	49	0	0	3	155	491	339	830
COE COLLEGE	869	218	0	0	0	0	67	88	936	306	1,242
CORNELL COLLEGE	1,116	0	0	0	0	0	4	9	1,120	9	1,129
DIVINE WORD COLLEGE	50	0	0	0	0	0	1	5	51	5	56
DORDT COLLEGE	941	20	0	0	0	0	3	24	944	44	988
DRAKE UNIVERSITY	3,193	472	127	2,123	358	29	34	282	3,712	2,906	6,618
GRACELAND COLLEGE	824	69	0	0	0	0	0	0	824	69	893
GRAND VIEW COLLEGE	1,008	351	0	0	0	0	0	0	1,008	351	1,359
GRINNELL COLLEGE	1,276	0	0	0	0	0	12	14	1,288	14	1,302
IOWA WESLEYAN COLLEGE	381	37	1	11	0	0	10	239	392	287	679
LORAS COLLEGE	1,609	115	3	64	0	0	31	111	1,643	290	1,933
LUTHER COLLEGE	2,121	0	0	0	0	0	20	73	2,141	73	2,214
MAHARISHI INTERNATIONAL UNIVERSITY	286	9	379	44	0	0	16	48	681	101	782
MARYCREST COLLEGE	493	286	0	911	0	0	40	184	533	1,381	1,914
MORNINGSIDE COLLEGE	841	117	4	90	0	0	27	127	872	334	1,206
MOUNT MERCY COLLEGE	976	461	0	0	0	0	3	128	979	589	1,568
MOUNT SAINT CLARE COLLEGE	236	47	0	0	0	0	10	24	246	71	317
NORTHWESTERN COLLEGE	903	21	0	12	0	0	17	12	920	45	965
SAINT AMBROSE UNIVERSITY	1,086	399	42	426	0	0	10	147	1,138	972	2,110

Source: Iowa College Enrollment Report and Community College Enrollment Report.

ENROLLMENT REPORT
FALL-1988

Institution	UNDERGRADUATE FULL TIME	UNDERGRADUATE PART TIME	GRADUATE FULL TIME	GRADUATE PART TIME	PROFESSIONAL FULL TIME	PROFESSIONAL PART TIME	UNCLASSIFIED FULL TIME	UNCLASSIFIED PART TIME	TOTAL FULL TIME	TOTAL PART TIME	GRAND TOTAL ALL STUDENTS
SIMPSON COLLEGE	1,014	284	0	0	0	0	5	407	1,019	691	1,710
UNIVERSITY OF DUBUQUE	640	196	10	115	0	0	6	43	656	354	1,010
UPPER IOWA UNIVERSITY	731	823	0	0	0	0	59	111	790	934	1,724
WARTBURG COLLEGE	1,265	33	0	0	0	0	6	54	1,271	87	1,358
WESTMAR COLLEGE	492	29	1	6	0	0	1	21	494	56	550
WILLIAM PENN COLLEGE	571	5	0	0	0	0	1	98	572	103	675
Independent 4-Yr. Total	27,847	4,925	568	3,851	358	29	471	2,586	29,244	11,391	40,635
DES MOINES COMMUNITY COLLEGE	4,382	5,479	0	0	0	0	0	0	4,382	5,479	9,861
EASTERN IOWA COMMUNITY COLLEGE	2,713	2,661	0	0	0	0	0	0	2,713	2,661	5,374
ELLSWORTH COMMUNITY COLLEGE	765	159	0	0	0	0	0	0	765	159	924
HAWKEYE INST TECHNOLOGY	1,553	300	0	0	0	0	0	0	1,553	300	1,853
INDIAN HILLS COMMUNITY COLLEGE	1,919	677	0	0	0	0	0	0	1,919	677	2,596
IOWA CENTRAL COMMUNITY COLLEGE	1,411	625	0	0	0	0	0	0	1,411	625	2,036
IOWA LAKES COMMUNITY COLLEGE	1,234	510	0	0	0	0	0	0	1,234	510	1,744
IOWA WESTERN COMMUNITY COLLEGE	1,563	1,234	0	0	0	0	0	0	1,563	1,234	2,797
KIRKWOOD COMMUNITY COLLEGE	3,957	3,096	0	0	0	0	0	0	3,957	3,096	7,053
MARSHALLTOWN COMMUNITY COLLEGE	733	481	0	0	0	0	0	0	733	481	1,214
NORTH IOWA AREA COMMUNITY COLLEGE	1,761	749	0	0	0	0	0	0	1,761	749	2,510
NORTHEAST IOWA TECHNICAL INSTITUTE	1,399	241	0	0	0	0	0	0	1,399	241	1,640
NORTHWEST IOWA TECHNICAL COLLEGE	458	70	0	0	0	0	0	0	458	70	528
SOUTHEASTERN COMMUNITY COLLEGE	1,468	860	0	0	0	0	0	0	1,468	860	2,328
SOUTHWESTERN COMMUNITY COLLEGE	633	271	0	0	0	0	0	0	633	271	904
WESTERN IOWA TECH	1,356	220	0	0	0	0	0	0	1,356	220	1,576
Community Colleges Total	27,305	17,633	0	0	0	0	0	0	27,305	17,633	44,938

Source: Iowa College Enrollment Report and Community College Enrollment Report.

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ENROLLMENT REPORT
FALL-1988

Institution	UNDERGRADUATE FULL TIME	UNDERGRADUATE PART TIME	GRADUATE FULL TIME	GRADUATE PART TIME	PROFESSIONAL FULL TIME	PROFESSIONAL PART TIME	UNCLASSIFIED FULL TIME	UNCLASSIFIED PART TIME	TOTAL FULL TIME	TOTAL PART TIME	GRAND TOTAL ALL STUDENTS
ALLEN MEMORIAL HOSPITAL SCHOOL OF N	81	11	0	0	0	0	0	0	81	11	92
AMERICAN INSTITUTE OF BUSINESS	868	252	0	0	0	0	42	10	910	262	1,172
AMERICAN INSTITUTE OF COMMERCE	757	119	0	0	0	0	0	0	757	119	876
FAITH BAPTIST BIBLE COLLEGE AND SEM	232	31	11	18	0	0	0	17	243	66	309
HAMILTON BUSINESS COLLEGE	204	13	0	0	0	0	0	0	204	13	217
IOWA METHODIST SCHOOL OF NURSING	124	12	0	0	0	0	0	0	124	12	136
JENNIE EDMUNDSON MEM HOSP SCH OF NU	45	0	0	0	0	0	0	0	45	0	45
MERCY HOSPITAL MEDICAL CENTER SCHOO	66	3	0	0	0	0	0	0	66	3	69
PALMER COLLEGE OF CHIROPRACTIC	37	6	0	0	1,572	30	0	0	1,609	36	1,645
SAINT LUKE'S SCHOOL OF NURSING	81	7	0	0	0	0	0	0	81	7	88
SPENCER SCHOOL OF BUSINESS	182	1	0	0	0	0	222	6	404	7	411
UNIVERSITY OF OSTEOPATHIC MEDICINE	0	41	0	70	972	0	67	0	1,039	111	1,150
WALDORF COLLEGE	483	0	0	0	0	0	0	46	483	46	529
Independent 2-Yr./Other	3,160	496	11	88	2,544	30	331	79	6,046	693	6,739
TOTAL	104,148	28,086	6,201	9,542	5,518	98	1,021	3,848	116,888	41,574	158,462

Source: Iowa College Enrollment Report and Community College Enrollment Report.

HEADCOUNT ENROLLMENT BY CLASS AND LEVEL
FALL 1988

Institution	UNDERGRADUATE					GRADUATE & PROFESSIONAL			All*	
	Frosh	Soph	Junior	Senior	Total	Grad	Prof	Total	Other	TOTAL
IOWA STATE UNIVERSITY	6,035	4,356	4,417	5,940	20,748	3,986	376	4,362	338	25,448
UNIVERSITY OF IOWA	5,472	4,327	5,213	4,784	19,796	6,284	2,279	8,563	871	29,230
UNIVERSITY OF NORTHERN IOWA	2,829	2,203	2,557	2,735	10,324	955	0	955	193	11,472
Regents' Universities Total	14,336	10,886	12,187	13,459	50,868	11,225	2,655	13,880	1,402	66,150
BRIAR CLIFF COLLEGE	417	263	227	183	1,090	0	0	0	13	1,103
BUENA VISTA COLLEGE	321	343	954	872	2,490	0	0	0	231	2,721
CENTRAL UNIVERSITY OF IOWA	476	472	397	311	1,656	0	0	0	23	1,679
CLARKE COLLEGE	175	160	142	145	622	50	0	50	158	830
COE COLLEGE	339	249	282	217	1,087	0	0	0	155	1,242
CORNELL COLLEGE	397	300	210	209	1,116	0	0	0	13	1,129
DIVINE WORD COLLEGE	22	12	7	9	50	0	0	0	6	56
DORDT COLLEGE	318	280	193	170	961	0	0	0	27	988
DRAKE UNIVERSITY	1,251	766	738	910	3,665	2,250	387	2,637	316	6,618
GRACELAND COLLEGE	327	204	167	195	893	0	0	0	0	893
GRAND VIEW COLLEGE	725	209	173	252	1,359	0	0	0	0	1,359
GRINNELL COLLEGE	370	318	291	297	1,276	0	0	0	26	1,302
IOWA WESLEYAN COLLEGE	114	85	101	118	418	12	0	12	249	679
LORAS COLLEGE	532	429	406	357	1,724	67	0	67	142	1,933
LUTHER COLLEGE	646	554	459	462	2,121	0	0	0	93	2,214
MAHARISHI INTERNATIONAL UNIVERSITY	102	87	51	55	295	423	0	423	64	782
MARYCREST COLLEGE	196	176	186	221	779	911	0	911	224	1,914
MORNINGSIDE COLLEGE	324	222	216	196	958	94	0	94	154	1,206
MOUNT MERCY COLLEGE	322	273	463	379	1,437	0	0	0	131	1,568
MOUNT SAINT CLARE COLLEGE	143	55	53	32	283	0	0	0	34	317
NORTHWESTERN COLLEGE	333	282	136	173	924	12	0	12	29	965
SAINT AMBROSE UNIVERSITY	494	262	350	379	1,485	468	0	468	157	2,110
SIMPSON COLLEGE	409	332	300	257	1,298	0	0	0	412	1,710
UNIVERSITY OF DUBUQUE	225	206	208	197	836	125	0	125	49	1,010

Source: Iowa College Enrollment Report and Community College Enrollment Report

*Unclassified Students

HEADCOUNT ENROLLMENT BY CLASS AND LEVEL
FALL 1988

Institution	UNDERGRADUATE Frosh	Soph	Junior	Senior	Total	GRADUATE & PROFESSIONAL Grad	Prof	Total	All* Other	TOTAL
UPPER IOWA UNIVERSITY	311	198	555	490	1,554	0	0	0	170	1,724
WARTBURG COLLEGE	373	299	332	294	1,298	0	0	0	60	1,358
WESTMAR COLLEGE	204	127	95	95	521	7	0	7	22	550
WILLIAM PENN COLLEGE	171	125	134	146	576	0	0	0	99	675
Independent 4-Yr. Total	10,037	7,288	7,826	7,621	32,772	4,419	387	4,806	3,057	40,635
DES MOINES COMMUNITY COLLEGE	8,447	1,414	0	0	9,861	0	0	0	0	9,861
EASTERN IOWA COMMUNITY COLLEGE	4,028	1,346	0	0	5,374	0	0	0	0	5,374
ELLSWORTH COMMUNITY COLLEGE	700	224	0	0	924	0	0	0	0	924
HAWKEYE INST TECHNOLOGY	1,348	505	0	0	1,853	0	0	0	0	1,853
INDIAN HILLS COMMUNITY COLLEGE	1,788	808	0	0	2,596	0	0	0	0	2,596
IOWA CENTRAL COMMUNITY COLLEGE	1,284	752	0	0	2,036	0	0	0	0	2,036
IOWA LAKES COMMUNITY COLLEGE	1,280	464	0	0	1,744	0	0	0	0	1,744
IOWA WESTERN COMMUNITY COLLEGE	2,136	661	0	0	2,797	0	0	0	0	2,797
KIRKWOOD COMMUNITY COLLEGE	5,426	1,627	0	0	7,053	0	0	0	0	7,053
MARSHALLTOWN COMMUNITY COLLEGE	945	269	0	0	1,214	0	0	0	0	1,214
NORTH IOWA AREA COMMUNITY COLLEGE	1,745	765	0	0	2,510	0	0	0	0	2,510
NORTHEAST IOWA TECHNICAL INSTITUTE	1,082	558	0	0	1,640	0	0	0	0	1,640
NORTHWEST IOWA TECHNICAL COLLEGE	412	116	0	0	528	0	0	0	0	528
SOUTHEASTERN COMMUNITY COLLEGE	1,607	721	0	0	2,328	0	0	0	0	2,328
SOUTHWESTERN COMMUNITY COLLEGE	697	207	0	0	904	0	0	0	0	904
WESTERN IOWA TECH	1,250	326	0	0	1,576	0	0	0	0	1,576
Community Colleges Total	34,175	10,763	0	0	44,938	0	0	0	0	44,938
ALLEN MEMORIAL HOSPITAL SCHOOL OF N	43	0	24	25	92	0	0	0	0	92
AMERICAN INSTITUTE OF BUSINESS	800	320	0	0	1,120	0	0	0	52	1,172
AMERICAN INSTITUTE OF COMMERCE	833	43	0	0	876	0	0	0	0	876
FAITH BAPTIST BIBLE COLLEGE AND SEM	90	58	45	70	263	29	0	29	17	309

Source: Iowa College Enrollment Report and Community College Enrollment Report

*Unclassified Students

BEST COPY AVAILABLE

HEADCOUNT ENROLLMENT BY CLASS AND LEVEL
FALL 1988

	UNDERGRADUATE					GRADUATE & PROFESSIONAL			All*	
Institution	Frosh	Soph	Junior	Senior	Total	Grad	Prof	Total	Other	TOTAL
HAMILTON BUSINESS COLLEGE	217	0	0	0	217	0	0	0	0	217
IOWA METHODIST SCHOOL OF NURSING	67	0	30	39	136	0	0	0	0	136
JENNIE EDMUNDSON MEM HOSP SCH OF NU	24	11	10	0	45	0	0	0	0	45
MERCY HOSPITAL MEDICAL CENTER SCHOO	25	0	17	27	69	0	0	0	0	69
PALMER COLLEGE OF CHIROPRACTIC	43	0	0	0	43	0	1,602	1,602	0	1,645
SAINT LUKE'S SCHOOL OF NURSING	36	0	29	23	88	0	0	0	0	88
SPENCER SCHOOL OF BUSINESS	183	0	0	0	183	0	0	0	228	411
UNIVERSITY OF OSTEOPATHIC MEDICINE	0	0	0	41	41	70	972	1,042	67	1,150
WALDORF COLLEGE	283	200	0	0	483	0	0	0	46	529
Independent 2-Yr./Other Total	2,644	632	155	225	3,656	99	2,574	2,673	410	6,739
TOTAL	61,192	29,569	20,168	21,305	132,234	15,743	5,616	21,359	4,869	158,462

Source: Iowa College Enrollment Report and Community College Enrollment Report
*Unclassified Students

STUDENT DEMOGRAPHIC CHARACTERISTICS
FALL 1988

Institution	TOTAL		GENDER				RESIDENCE			
	1987	1988	Male	%	Female	%	Resident	%	Non-Resident	%
IOWA STATE UNIVERSITY	25,707	25,448	15,083	59.3	10,365	40.7	18,573	73.0	6,875	27.0
UNIVERSITY OF IOWA	29,133	29,230	14,984	51.3	14,246	48.7	20,267	69.3	8,963	30.7
UNIVERSITY OF NORTHERN IOWA	11,431	11,472	4,890	42.6	6,582	57.4	11,029	96.1	443	3.9
Regents' Universities Total	66,271	66,150	34,957	52.8	31,193	47.2	49,869	75.4	16,281	24.6
BRIAR CLIFF COLLEGE	1,183	1,103	353	32.0	750	68.0	926	84.0	177	16.0
BUENA VISTA COLLEGE	2,686	2,721	1,101	40.5	1,620	59.5	2,519	92.6	202	7.4
CENTRAL UNIVERSITY OF IOWA	1,647	1,679	725	43.2	954	56.8	1,293	77.0	386	23.0
CLARKE COLLEGE	802	830	269	32.4	561	67.6	675	81.3	155	18.7
COE COLLEGE	1,196	1,242	606	48.8	636	51.2	879	70.8	363	29.2
CORNELL COLLEGE	1,147	1,129	529	46.9	600	53.1	372	32.9	757	67.1
DIVINE WORD COLLEGE	59	56	54	96.4	2	3.6	9	16.1	47	83.9
DORDT COLLEGE	960	988	495	50.1	493	49.9	405	41.0	583	59.0
DRAKE UNIVERSITY	6,251	6,618	2,749	41.5	3,869	58.5	4,473	67.6	2,145	32.4
GRACELAND COLLEGE	893	893	429	48.0	464	52.0	258	28.9	635	71.1
GRAND VIEW COLLEGE	1,350	1,359	609	44.8	750	55.2	1,302	95.8	57	4.2
GRINNELL COLLEGE	1,279	1,302	684	52.5	618	47.5	145	11.1	1,157	88.9
IOWA WESLEYAN COLLEGE	652	679	258	38.0	421	62.0	574	84.5	105	15.5
LORAS COLLEGE	1,978	1,933	1,039	53.8	894	46.2	1,190	61.6	743	38.4
LUTHER COLLEGE	2,193	2,214	923	41.7	1,291	58.3	978	44.2	1,236	55.8
MAHARISHI INTERNATIONAL UNIVERSITY	743	782	499	63.8	283	36.2	221	28.3	561	71.7
MARYCREST COLLEGE	1,650	1,914	444	23.2	1,470	76.8	1,533	80.1	381	19.9
MORNINGSIDE COLLEGE	1,186	1,206	471	39.1	735	60.9	1,030	85.4	176	14.6
MOUNT MERCY COLLEGE	1,562	1,568	547	34.9	1,021	65.1	1,516	96.7	52	3.3
MOUNT SAINT CLARE COLLEGE	320	317	122	38.5	195	61.5	210	66.2	107	33.8
NORTHWESTERN COLLEGE	899	965	436	45.2	529	54.8	676	70.1	289	29.9
SAINT AMBROSE UNIVERSITY	2,122	2,110	1,164	55.2	946	44.8	1,531	72.6	579	27.4
SIMPSON COLLEGE	1,521	1,710	720	42.1	990	57.9	1,637	95.7	73	4.3
UNIVERSITY OF DUBUQUE	1,003	1,010	498	49.3	512	50.7	690	68.3	320	31.7
UPPER IOWA UNIVERSITY	1,439	1,724	931	54.0	793	46.0	1,115	64.7	609	35.3

Source: Iowa College Enrollment Report and Community College Enrollment Report

STUDENT DEMOGRAPHIC CHARACTERISTICS
FALL 1988

	TOTAL		GENDER				RESIDENCE			
Institution	1987	1988	Male	%	Female	%	Resident	%	Non-Resident	%
WARTBURG COLLEGE	1,509	1,358	633	46.6	725	53.4	1,028	75.7	330	24.3
WESTMAR COLLEGE	538	550	279	50.7	271	49.3	441	80.2	109	19.8
WILLIAM PENN COLLEGE	569	675	344	51.0	331	49.0	557	82.5	118	17.5
Independent 4-Yr. Total	39,337	40,635	17,911	44.1	22,724	55.9	28,183	69.4	12,452	30.6
DES MOINES COMMUNITY COLLEGE	9,278	9,861	3,897	39.5	5,964	60.5	9,745	98.8	116	1.2
EASTERN IOWA COMMUNITY COLLEGE	5,096	5,374	2,220	41.3	3,154	58.7	4,908	91.3	466	8.7
ELLSWORTH COMMUNITY COLLEGE	922	924	523	56.6	401	43.4	883	95.6	41	4.4
HAWKEYE INST TECHNOLOGY	1,945	1,853	963	52.0	890	48.0	1,842	99.4	11	0.6
INDIAN HILLS COMMUNITY COLLEGE	2,939	2,596	1,173	45.2	1,423	54.8	2,458	94.7	138	5.3
IOWA CENTRAL COMMUNITY COLLEGE	2,177	2,036	903	44.4	1,133	55.6	1,979	97.2	57	2.8
IOWA LAKES COMMUNITY COLLEGE	1,518	1,744	961	55.1	783	44.9	1,657	95.0	87	5.0
IOWA WESTERN COMMUNITY COLLEGE	2,935	2,797	1,268	45.3	1,529	54.7	2,451	87.6	346	12.4
KIRKWOOD COMMUNITY COLLEGE	6,796	7,053	2,960	42.0	4,093	58.0	6,320	89.6	733	10.4
MARSHALLTOWN COMMUNITY COLLEGE	1,093	1,214	434	35.7	780	64.3	1,203	99.1	11	0.9
NORTH IOWA AREA COMMUNITY COLLEGE	2,532	2,510	1,201	47.8	1,309	52.2	2,441	97.3	69	2.7
NORTHEAST IOWA TECHNICAL INSTITUTE	1,030	1,640	580	35.4	1,060	64.6	1,569	95.7	71	4.3
NORTHWEST IOWA TECHNICAL COLLEGE	509	528	381	72.2	147	27.8	493	93.4	35	6.6
SOUTHEASTERN COMMUNITY COLLEGE	2,134	2,328	948	40.7	1,380	59.3	2,016	86.6	312	13.4
SOUTHWESTERN COMMUNITY COLLEGE	1,308	904	318	35.2	586	64.8	869	96.1	35	3.9
WESTERN IOWA TECH	1,568	1,576	779	49.4	797	50.6	1,405	89.1	171	10.9
Community Colleges Total	43,780	44,938	19,509	43.4	25,429	56.6	42,239	94.0	2,699	6.0
ALLEN MEMORIAL HOSPITAL SCHOOL OF N	82	92	5	5.4	87	94.6	92	100.0	0	0.0
AMERICAN INSTITUTE OF BUSINESS	1,119	1,172	223	19.0	949	81.0	1,120	95.6	52	4.4
AMERICAN INSTITUTE OF COMMERCE	830	876	131	15.0	745	85.0	637	72.7	239	27.3
FAITH BAPTIST BIBLE COLLEGE AND SEM	322	309	172	55.7	137	44.3	163	52.8	146	47.2
HAMILTON BUSINESS COLLEGE	240	217	30	13.8	187	86.2	215	99.1	2	0.9
IOWA METHODIST SCHOOL OF NURSING	123	136	10	7.4	126	92.6	128	94.1	8	5.9

Source: Iowa College Enrollment Report and Community College Enrollment Report

STUDENT DEMOGRAPHIC CHARACTERISTICS
FALL 1988

Institution	TOTAL		GENDER				RESIDENCE			
	1987	1988	Male	%	Female	%	Resident	%	Non-Resident	%
JENNIE EDMUNDSON MEM HOSP SCH OF NU	49	45	2	4.4	43	95.6	45	100.0	0	0.0
MERCY HOSPITAL MEDICAL CENTER SCHOO	69	69	3	4.3	66	95.7	68	98.6	1	1.4
PALMER COLLEGE OF CHIROPRACTIC	1,702	1,645	1,258	76.5	387	23.5	364	22.1	1,281	77.9
SAINT LUKE'S SCHOOL OF NURSING	87	88	5	5.7	83	94.3	72	81.8	16	18.2
SPENCER SCHOOL OF BUSINESS	125	411	18	4.4	393	95.6	370	90.0	41	10.0
UNIVERSITY OF OSTEOPATHIC MEDICINE	1,118	1,150	776	67.5	374	32.5	336	29.2	814	70.8
WALDORF COLLEGE	478	529	272	51.4	257	48.6	360	68.1	169	31.9
Independent 2-Yr./Other Total	6,344	6,739	2,905	43.1	3,834	56.9	3,970	58.9	2,769	41.1
TOTAL	155,732	158,462	75,282	47.5	83,180	52.5	124,261	78.4	34,201	21.6

Source: Iowa College Enrollment Report and Community College Enrollment Report

STUDENT BODY PROFILE
FALL 1987

	FRESHMEN			ALL STUDENTS			
Institution	% in Top 25% of HS Class	% in Top 50% of HS Class	ACT Mean Score	% Transfer	% Live On Campus	% Return For 2nd Year	% Complete Program
IOWA STATE UNIVERSITY	59.5	95.3	23.0	25.0	43.0	80.0	57.0
UNIVERSITY OF IOWA	57.1	90.3	23.6	10.0	25.0	82.0	55.0
UNIVERSITY OF NORTHERN IOWA	50.0	90.0	22.3	24.0	45.0	78.0	45.0
Regents' Universities Average	55.5	91.9	23.0	19.7	37.7	80.0	52.3
BRIAR CLIFF COLLEGE	33.0	67.0	20.8	25.0	45.0	70.0	40.0
BUENA VISTA COLLEGE	39.0	81.0	22.1	24.0	79.0	67.0	0.0
CENTRAL UNIVERSITY OF IOWA	63.0	89.0	23.0	4.0	87.0	83.0	55.0
CLARKE COLLEGE	38.0	93.0	24.0	6.0	56.0	80.0	57.0
COE COLLEGE	53.0	95.0	23.0	8.0	70.0	83.0	60.0
CORNELL COLLEGE	64.0	78.0	24.0	2.0	95.0	82.0	61.0
DIVINE WORD COLLEGE	25.0	44.0	16.5	29.0	100.0	60.0	40.0
DORDT COLLEGE	46.0	73.0	20.6	2.8	83.0	78.0	57.0
DRAKE UNIVERSITY	46.0	74.0	23.7	27.0	40.0	81.0	67.0
GRACELAND COLLEGE	39.0	65.0	20.1	11.0	63.0	73.0	66.0
GRAND VIEW COLLEGE	17.0	53.0	17.0	13.0	20.0	74.0	37.0
GRINNELL COLLEGE	81.0	97.0	28.0	10.0	89.0	94.0	78.0
IOWA WESLEYAN COLLEGE	37.0	70.0	18.0	7.0	80.0	80.0	50.0
LORAS COLLEGE	32.0	68.0	22.0	10.0	50.0	82.0	52.0
LUTHER COLLEGE	65.0	89.0	24.0	12.0	83.0	90.0	77.0
MAHARISHI INTERNATIONAL UNIVERSITY	46.0	69.0	21.0	46.0	99.0	75.0	54.0
MARYCREST COLLEGE	0.0	0.0	19.3	80.6	8.3	68.0	44.0
MORNINGSIDE COLLEGE	43.0	70.0	21.0	10.0	60.0	70.0	45.0
MOUNT MERCY COLLEGE	42.0	73.0	20.0	21.0	35.0	72.0	51.0
MOUNT SAINT CLARE COLLEGE	23.0	53.0	17.2	15.0	25.0	57.0	31.0
NORTHWESTERN COLLEGE	49.0	82.0	21.5	5.0	85.0	82.0	45.0
SAINT AMBROSE COLLEGE	25.0	85.0	21.0	15.0	32.0	0.0	0.0
SIMPSON COLLEGE	47.0	84.0	21.0	7.0	50.0	78.4	49.3

STUDENT BODY PROFILE
FALL 1987

	FRESHMEN			ALL STUDENTS			
Institution	% in Top 25% of HS Class	% in Top 50% of HS Class	ACT Mean Score	% Transfer	% Live On Campus	% Return For 2nd Year	% Complete Program
UNIVERSITY OF DUBUQUE	30.0	71.0	20.6	15.0	55.0	60.0	35.0
UPPER IOWA UNIVERSITY	27.0	58.0	19.0	60.0	21.0	55.0	34.0
WARTBURG COLLEGE	59.0	85.0	23.4	13.0	86.0	85.0	60.0
WESTMAR COLLEGE	27.0	60.0	19.3	10.0	65.0	66.4	38.0
WILLIAM PENN COLLEGE	28.0	64.0	18.0	20.0	69.0	60.0	40.0
Independent 4-Year Average	43.2	76.5	21.8	18.8	64.1	77.1	52.9
DES MOINES AREA COMMUNITY COLLEGE	0.0	0.0	0.0	7.0	0.0	41.0	60.0
EASTERN IOWA COMMUNITY COLLEGE	0.0	0.0	0.0	14.0	0.0	60.0	0.0
ELLSWORTH COMMUNITY COLLEGE	15.0	51.0	19.1	71.0	43.0	68.0	77.0
HAWKEYE INSTITUTE OF TECHNOLOGY	20.0	65.0	0.0	8.0	0.0	68.0	60.0
INDIAN HILLS COMMUNITY COLLEGE	24.0	47.0	18.6	20.0	13.0	47.0	76.0
IOWA CENTRAL COMMUNITY COLLEGE	21.0	52.0	19.0	52.0	20.0	50.0	90.0
IOWA LAKES COMMUNITY COLLEGE	0.0	43.0	0.0	3.0	5.0	60.0	65.0
IOWA WESTERN COMMUNITY COLLEGE	23.0	55.0	16.5	1.5	18.4	60.0	57.0
KIRKWOOD COMMUNITY COLLEGE	0.0	0.0	0.0	14.0	0.0	0.0	0.0
MARSHALLTOWN COMMUNITY COLLEGE	10.0	37.0	18.0	3.0	0.0	45.0	65.0
NORTH IOWA AREA COMMUNITY COLLEGE	14.8	40.2	18.1	8.0	16.0	47.0	43.0
NORTHEAST IOWA TECHNICAL INSTITUTE	0.0	0.0	0.0	12.0	0.0	24.0	68.0
NORTHWEST IOWA TECHNICAL COLLEGE	0.0	0.0	0.0	6.0	0.0	0.0	70.0
SOUTHEASTERN COMMUNITY COLLEGE	0.0	0.0	18.0	5.0	0.0	51.0	0.0
SOUTHWESTERN COMMUNITY COLLEGE	28.0	68.0	17.1	18.0	9.0	55.0	80.0
WESTERN IOWA TECH	20.0	60.0	0.0	12.0	11.0	23.0	71.0
Community Colleges Average	19.5	51.8	18.1	15.9	16.9	49.9	67.8

STUDENT BODY PROFILE
FALL 1987

Institution	FRESHMEN			ALL STUDENTS			
	% in Top 25% of HS Class	% in Top 50% of HS Class	ACT Mean Score	% Transfer	% Live On Campus	% Return For 2nd Year	% Complete Program
ALLEN MEM. HOSP. SCHOOL OF NURSING	23.0	81.0	20.3	70.0	35.0	67.0	65.0
AMERICAN INSTITUTE OF BUSINESS	25.0	60.0	17.0	12.0	80.0	68.0	62.0
AMERICAN INSTITUTE OF COMMERCE	0.0	0.0	0.0	0.0	0.0	0.0	72.0
FAITH BAPTIST BIBLE COLLEGE	39.0	60.0	19.2	9.0	51.0	75.0	45.0
HAMILTON BUSINESS COLLEGE	15.0	46.0	17.8	3.0	0.0	93.0	73.3
IOWA METHODIST SCHOOL OF NURSING	34.0	63.0	20.2	28.0	93.0	82.0	72.0
J. EDMUNDSON MEM. HOSP. SCHOOL OF NURSING	0.0	0.0	0.0	0.0	0.0	0.0	0.0
MERCY HOSP. MED. CTR. SCHOOL OF NURSING	0.0	0.0	0.0	0.0	0.0	0.0	0.0
PALMER COLLEGE OF CHIROPRACTIC	0.0	0.0	0.0	1.0	0.0	97.0	95.0
SPENCER SCHOOL OF BUSINESS	0.0	0.0	0.0	6.0	78.0	0.0	82.0
SAINT LUKE'S SCHOOL OF NURSING	25.0	67.0	19.6	18.0	47.0	80.0	69.0
UNIV. OF OSTEOPATHIC MED. & HEALTH SCIENCES	0.0	0.0	0.0	41.0	0.0	0.0	90.0
WALDORF COLLEGE	20.0	51.0	17.1	2.0	93.0	70.0	65.0
Independent 2-Year/Other Average	25.9	61.1	18.7	19.0	68.1	79.0	71.8

GEOGRAPHIC LOCATION OF ALUMNI
FALL - 1988

	IN-STATE		CONTIGUOUS STATES		NATIONAL		US TERRITORY		FOREIGN COUNTRY		TOTAL KNOWN		LOCATION UNKNOWN		TOTAL
IOWA STATE UNIVERSITY	46,250	36.4%	25,536	20.1%	51,596	40.6%	99	0.1%	3,620	2.8%	127,101	94.5%	7,454	5.5%	134,555
UNIVERSITY OF IOWA	49,806	35.5%	28,564	20.4%	58,511	41.7%	110	0.1%	3,232	2.3%	140,223	91.9%	12,424	8.1%	152,647
UNIVERSITY OF NORTHERN IOWA	31,145	61.3%	6,983	13.7%	12,375	24.3%	31	0.1%	299	0.6%	50,833	82.4%	10,837	17.6%	61,670
Regents' Universities Total	127,201	40.0%	61,083	19.2%	122,482	38.5%	240	0.1%	7,151	2.2%	318,157	91.2%	30,715	8.8%	348,872
BRIAR CLIFF COLLEGE	3,086	51.0%	1,440	23.8%	1,466	24.2%*	2	0.0%	53	0.9%	6,047	91.3%	578	8.7%	6,625
BUENA VISTA COLLEGE	5,519	68.8%	1,027	12.8%	1,475	18.4%	0	0.0%	5	0.1%	8,026	74.6%	2,734	25.4%	10,760
CENTRAL UNIVERSITY OF IOWA	2,989	42.6%	1,166	16.6%	2,698	38.4%	0	0.0%	165	2.4%	7,018	94.4%	419	5.6%	7,437
CLARKE COLLEGE	2,233	32.5%	2,574	37.4%	1,956	28.5%	11	0.2%	100	1.5%	6,874	96.1%	276	3.9%	7,150
COE COLLEGE	4,392	35.4%	2,699	21.7%	5,132	41.3%	19	0.2%	175	1.4%	12,417	91.6%	1,144	8.4%	13,561
CORNELL COLLEGE	2,862	24.0%	3,753	31.5%	5,047	42.4%	9	0.1%	243	2.0%	11,914	95.0%	632	5.0%	12,546
DIVINE WORD COLLEGE	102	5.7%	496	27.5%	1,204	66.7%	0	0.0%	2	0.1%	1,804	71.5%	718	28.5%	2,522
DORDT COLLEGE	1,818	25.4%	1,565	21.8%	3,058	42.7%	0	0.0%	722	10.1%	7,163	86.4%	1,127	13.6%	8,290
DRAKE UNIVERSITY	22,333	44.8%	10,812	21.7%	16,173	32.4%	16	0.0%	529	1.1%	49,863	91.7%	4,509	8.3%	54,372
GRACELAND COLLEGE	2,571	14.8%	5,805	33.5%	8,570	49.4%	8	0.0%	389	2.2%	17,343	82.3%	3,725	17.7%	21,068
GRAND VIEW COLLEGE	5,075	64.9%	994	12.7%	1,749	22.4%	0	0.0%	0	0.0%	7,818	100.0%	0	0.0%	7,818
GRINNELL COLLEGE	2,067	12.9%	3,992	24.9%	9,638	60.0%	8	0.0%	356	2.2%	16,061	77.7%	4,610	22.3%	20,671
IOWA WESLEYAN COLLEGE	4,515	46.6%	1,976	20.4%	3,153	32.5%	1	0.0%	47	0.5%	9,692	78.2%	2,707	21.8%	12,399
LORAS COLLEGE	6,182	41.0%	5,280	35.0%	3,545	23.5%	6	0.0%	80	0.5%	15,093	87.8%	2,097	12.2%	17,190
LUTHER COLLEGE	2,930	21.4%	6,553	47.9%	3,979	29.1%	5	0.0%	220	1.6%	13,687	99.1%	119	0.9%	13,806
MAHARISHI INTERNATIONAL UNIVER	583	35.5%	76	4.6%	812	49.5%	1	0.1%	168	10.2%	1,640	88.6%	212	11.4%	1,852
MARYCREST COLLEGE	2,880	40.1%	2,458	34.2%	1,740	24.2%	1	0.0%	107	1.5%	7,186	88.3%	956	11.7%	8,142
MORNINGSIDE COLLEGE	6,058	48.3%	2,613	20.8%	3,767	30.0%	1	0.0%	105	0.8%	12,544	68.8%	5,677	31.2%	18,221
MOUNT MERCY COLLEGE	3,765	67.8%	685	12.3%	1,074	19.3%	1	0.0%	30	0.5%	5,555	87.8%	775	12.2%	6,330
MOUNT SAINT CLARE COLLEGE	1,702	44.1%	1,306	33.8%	854	22.1%	0	0.0%	0	0.0%	3,862	79.4%	1,000	20.6%	4,862
NORTHWESTERN COLLEGE	3,223	47.0%	1,581	23.1%	1,913	27.9%	6	0.1%	136	2.0%	6,859	79.5%	1,770	20.5%	8,629
SAINT AMBROSE UNIVERSITY	4,375	38.0%	4,335	37.6%	2,721	23.6%	4	0.0%	79	0.7%	11,514	91.6%	1,060	8.4%	12,574
SIMPSON COLLEGE	5,342	53.0%	1,384	13.7%	3,285	32.6%	6	0.1%	69	0.7%	10,086	75.8%	3,221	24.2%	13,307
UNIVERSITY OF DUBUQUE	2,925	38.9%	1,873	24.9%	2,503	33.3%	13	0.2%	205	2.7%	7,519	83.8%	1,457	16.2%	8,976

Source: Post Secondary Education Study
Percentages in the first five categories are based on Known locations.

GEOGRAPHIC LOCATION OF ALUMNI
FALL - 1988

	IN-STATE		CONTIGUOUS STATES		NATIONAL		US TERRITORY		FOREIGN COUNTRY		TOTAL KNOWN		LOCATION UNKNOWN		TOTAL
UPPER IOWA UNIVERSITY	3,085	50.5%	965	15.8%	2,009	32.9%	0	0.0%	55	0.9%	6,114	72.4%	2,336	27.6%	8,450
WARTBURG COLLEGE	4,775	39.7%	3,702	30.8%	3,350	27.9%	3	0.0%	184	1.5%	12,014	95.0%	635	5.0%	12,649
WESTMAR COLLEGE	3,162	41.6%	1,849	24.3%	2,530	33.3%	0	0.0%	54	0.7%	7,595	90.1%	837	9.9%	8,432
WILLIAM PENN COLLEGE	3,726	46.7%	1,180	14.8%	3,052	38.2%	0	0.0%	27	0.3%	7,985	89.9%	893	10.1%	8,878
Independent 4-Yr. Total	114,275	39.2%	74,139	25.5%	98,453	33.8%	121	0.0%	4,305	1.5%	291,293	86.3%	46,224	13.7%	337,517
DES MOINES COMMUNITY COLLEGE	10,377	90.7%	367	3.2%	695	6.1%	1	0.0%	5	0.0%	11,445	76.9%	3,446	23.1%	14,891
EASTERN IOWA COMMUNITY COLLEGE	4,041	90.2%	353	7.9%	81	1.8%	0	0.0%	5	0.1%	4,480	98.4%	73	1.6%	4,553
ELLSWORTH COMMUNITY COLLEGE	6,354	83.4%	492	6.5%	771	10.1%	0	0.0%	0	0.0%	7,617	45.8%	9,010	54.2%	16,627
HAWKEYE INST TECHNOLOGY	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	17,000	100.0%	17,000
INDIAN HILLS COMMUNITY COLLEGE	1,913	94.8%	35	1.7%	69	3.4%	0	0.0%	0	0.0%	2,017	14.2%	12,189	85.8%	14,206
IOWA CENTRAL COMMUNITY COLLEGE	11,743	97.4%	156	1.3%	152	1.3%	0	0.0%	0	0.0%	12,051	100.0%	0	0.0%	12,051
IOWA LAKES COMMUNITY COLLEGE	5,958	92.2%	353	5.5%	152	2.4%	0	0.0%	0	0.0%	6,463	99.1%	57	0.9%	6,520
IOWA WESTERN COMMUNITY COLLEGE	9,067	86.0%	1,160	11.0%	299	2.8%	0	0.0%	21	0.2%	10,547	89.4%	1,253	10.6%	11,800
KIRKWOOD COMMUNITY COLLEGE	2,377	96.7%	33	1.3%	48	2.0%	0	0.0%	0	0.0%	2,458	10.3%	21,512	89.7%	23,970
MARSHALLTOWN COMMUNITY COLLEGE	1,289	92.4%	39	2.8%	66	4.7%	0	0.0%	1	0.1%	1,395	95.2%	70	4.8%	1,465
NORTH IOWA AREA COMMUNITY COLL	12,154	89.4%	612	4.5%	819	6.0%	0	0.0%	10	0.1%	13,595	67.5%	6,550	32.5%	20,145
NORTHEAST IOWA TECHNICAL INSTI	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,000	100.0%	3,000
NORTHWEST IOWA TECHNICAL COLLE	392	72.3%	104	19.2%	46	8.5%	0	0.0%	0	0.0%	542	73.2%	198	26.8%	740
SOUTHEASTERN COMMUNITY COLLEGE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
SOUTHWESTERN COMMUNITY COLLEGE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
WESTERN IOWA TECH	10,000	66.7%	4,600	30.7%	250	1.7%	100	0.7%	50	0.3%	15,000	100.0%	0	0.0%	15,000
Community Colleges Total	75,665	86.4%	8,304	9.5%	3,448	3.9%	101	0.1%	92	0.1%	87,610	54.1%	74,358	45.9%	161,968
ALLEN MEMORIAL HOSPITAL SCHOOL	966	69.0%	166	11.8%	269	19.2%	0	0.0%	0	0.0%	1,401	95.6%	65	4.4%	1,466
AMERICAN INSTITUTE OF BUSINESS	6,093	79.2%	598	7.8%	1,000	13.0%	0	0.0%	7	0.1%	7,698	66.6%	3,861	33.4%	11,559
AMERICAN INSTITUTE OF COMMERCE	1,960	65.3%	908	30.2%	134	4.5%	0	0.0%	0	0.0%	3,002	24.9%	9,067	75.1%	12,069
FAITH BAPTIST BIBLE COLLEGE AN	1,268	28.2%	899	20.0%	2,234	49.6%	0	0.0%	102	2.3%	4,503	79.0%	1,197	21.0%	5,700

Source: Post Secondary Education Study

Percentages in the first five categories are based on Known locations.

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GEOGRAPHIC LOCATION OF ALUMNI

FALL - 1988

	IN-STATE		CONTIGUOUS STATES		NATIONAL		US TERRITORY		FOREIGN COUNTRY		TOTAL KNOWN		LOCATION UNKNOWN		TOTAL
HAMILTON BUSINESS COLLEGE	1,130	99.1%	4	0.4%	6	0.5%	0	0.0%	0	0.0%	1,140	99.8%	2	0.2%	1,142
IOWA METHODIST SCHOOL OF NURSI	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	158	100.0%	158
JENNIE EDMUNDSON MEM HOSP SCH	679	58.9%	191	16.6%	280	24.3%	3	0.3%	0	0.0%	1,153	100.0%	0	0.0%	1,153
MERCY HOSPITAL MEDICAL CENTER	1,004	68.9%	142	9.7%	309	21.2%	1	0.1%	2	0.1%	1,458	60.4%	954	39.6%	2,412
PALMER COLLEGE OF CHIROPRACTIC	934	6.6%	1,692	12.0%	10,133	71.7%	0	0.0%	1,374	9.7%	14,133	99.8%	28	0.2%	14,161
SAINT LUKE'S SCHOOL OF NURSING	335	56.2%	137	23.0%	121	20.3%	0	0.0%	3	0.5%	596	78.2%	166	21.8%	762
SPENCER SCHOOL OF BUSINESS	138	64.2%	40	18.6%	37	17.2%	0	0.0%	0	0.0%	215	84.0%	41	16.0%	256
UNIVERSITY OF OSTEOPATHIC MEDI	843	16.8%	463	9.2%	3,678	73.1%	0	0.0%	45	0.9%	5,029	98.2%	93	1.8%	5,122
WALDORF COLLEGE	4,226	45.6%	3,020	32.6%	1,976	21.3%	1	0.0%	40	0.4%	9,263	100.0%	0	0.0%	9,263
Independent 2-Yr./Other Total	19,576	39.5%	8,260	16.7%	20,177	40.7%	5	0.0%	1,573	3.2%	49,591	76.0%	15,632	24.0%	65,223
TOTAL	336,717	45.1%	151,786	20.3%	244,560	32.8%	467	0.1%	13,121	1.8%	746,651	81.7%	166,929	18.3%	913,580

Source: Post Secondary Education Study
Percentages in the first five categories are based on known locations

PART VI

FINANCE

Current Funds Revenues
Federal/State Revenues
Current Funds Expenditures
Typical Undergraduate Student Expenses
Graduate and Professional School Tuition
Scholarship and Grant Summary
Work Study Summary
Loans Summary

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CURRENT FUNDS REVENUES
1987-1988
(Amounts In Thousands)

Institution	TUITION & FEES	GOVERNMENT APPROPRIATION	GOVERNMENT GRANTS & CONTRACTS	PRIVATE GIFTS, GRANTS & CONTRACTS	ENDOWMENT INCOME	SALES & SERVICES OF EDUCATION ACTIVITY	SALES & SERVICES OF AUXILARY SERVICES	SALES & SERVICES OF HOSPITAL	OTHER SOURCES	INDEPENDENT OPERATIONS	TOTAL
IOWA STATE UNIVERSITY	$56,705	$156,871	$40,325	$15,733	$244	$5,297	$67,423	$0	$22,041	$19,844	$384,482
UNIVERSITY OF IOWA	$62,063	$143,815	$87,587	$23,678	$2,366	$30,214	$60,299	$237,111	$168	$0	$647,302
UNIVERSITY OF NORTHERN IOWA	$16,546	$44,379	$7,576	$510	$8	$2,571	$14,983	$0	$444	$0	$87,016
Regents' Universities Total	$135,314	$345,065	$135,488	$39,921	$2,618	$38,083	$142,704	$237,111	$22,653	$19,844	$1,118,800
BRIAR CLIFF COLLEGE	$5,148	$0	$1,051	$509	$99	$0	$1,479	$0	$190	$0	$8,476
BUENA VISTA COLLEGE	$12,195	$0	$2,046	$348	$295	$33	$2,967	$0	$247	$0	$18,131
CENTRAL UNIVERSITY OF IOWA	$11,115	$0	$1,735	$951	$651	$158	$5,072	$0	$439	$0	$20,122
CLARKE COLLEGE	$3,731	$0	$782	$730	$180	$0	$1,019	$0	$123	$0	$6,565
COE COLLEGE	$7,297	$0	$597	$1,555	$1,279	$0	$1,945	$0	$742	$0	$13,415
CORNELL COLLEGE	$9,241	$0	$1,123	$1,238	$848	$0	$3,056	$0	$331	$0	$15,838
DIVINE WORD COLLEGE	$256	$0	$157	$1,235	$128	$0	$172	$0	$64	$0	$2,012
DORDT COLLEGE	$5,415	$0	$829	$1,340	$139	$330	$1,659	$0	$172	$0	$9,884

Source IPEDS Finance excluding Nonmandatory Transfers
*Data not provided
**Complete data not available

CURRENT FUNDS REVENUES
1987-1988
(Amounts In Thousands)

Institution	TUITION & FEES	GOVERNMENT APPROPRIATION	GOVERNMENT GRANTS & CONTRACTS	PRIVATE GIFTS, GRANTS & CONTRACTS	ENDOWMENT INCOME	SALES & SERVICES OF EDUCATION ACTIVITY	SALES & SERVICES OF AUXILARY SERVICES	SALES & SERVICES OF HOSPITAL	OTHER SOURCES	INDEPENDENT OPERATIONS	TOTAL
DRAKE UNIVERSITY	$32,114	$0	$4,935	$3,297	$1,544	$52	$8,625	$0	$805	$0	$51,372
GRACELAND COLLEGE	$4,934	$0	$1,816	$1,289	$295	$0	$2,105	$0	$270	$0	$10,710
GRAND VIEW COLLEGE	$5,610	$0	$632	$861	$159	$0	$809	$0	$392	$0	$8,462
GRINNELL COLLEGE	$12,700	$0	$453	$2,176	$11,794	$0	$4,371	$0	$592	$0	$32,086
IOWA WESLEYAN COLLEGE	$2,624	$0	$418	$944	$64	$33	$711	$0	$385	$0	$5,179
LORAS COLLEGE	$11,270	$0	$1,092	$749	$588	$91	$3,223	$0	$380	$0	$17,393
LUTHER COLLEGE	$15,291	$0	$2,083	$1,407	$546	$43	$5,783	$0	$399	$0	$25,551
MAHARISHI INTERNATIONAL UNIVER	$4,195	$0	$939	$9,615	$23	$0	$3,790	$0	$13,934	$0	$32,497
MARYCREST COLLEGE	$4,629	$0	$901	$528	$0	$46	$757	$0	$50	$0	$6,910
MORNINGSIDE COLLEGE	$6,351	$0	$1,072	$582	$811	$0	$1,171	$0	$413	$0	$10,400
MOUNT MERCY COLLEGE	$5,877	$0	$804	$351	$352	$55	$1,430	$0	$111	$0	$8,980
MOUNT SAINT CLARE COLLEGE	$979	$0	$202	$433	$0	$87	$347	$0	$108	$0	$2,155
NORTHWESTERN COLLEGE	$5,192	$0	$842	$667	$326	$186	$1,819	$0	$219	$0	$9,251

Source: IPEDS Finance - excluding Nonmandatory Transfers.
*Data not provided
**Complete data not available

CURRENT FUNDS REVENUES
1987-1988
(Amounts In Thousands)

Institution	TUITION & FEES	GOVERNMENT APPROPRIATION	GOVERNMENT GRANTS & CONTRACTS	PRIVATE GIFTS, GRANTS & CONTRACTS	ENDOWMENT INCOME	SALES & SERVICES OF EDUCATION ACTIVITY	SALES & SERVICES OF AUXILARY SERVICES	SALES & SERVICES OF HOSPITAL	OTHER SOURCES	INDEPENDENT OPERATIONS	TOTAL
SAINT AMBROSE UNIVERSITY	$9,748	$0	$734	$645	$101	$0	$1,926	$0	$181	$0	$13,336
SIMPSON COLLEGE	$7,222	$0	$700	$1,227	$664	$0	$1,791	$0	$166	$0	$11,770
UNIVERSITY OF DUBUQUE	$5,176	$0	$737	$1,927	$420	$0	$1,256	$0	$301	$0	$9,818
UPPER IOWA UNIVERSITY	$3,361	$0	$633	$199	$140	$19	$853	$0	$68	$0	$5,272
WARTBURG COLLEGE	$8,594	$0	$995	$2,948	$291	$34	$3,271	$0	$277	$0	$16,410
WESTMAR COLLEGE	$2,890	$0	$753	$611	$77	$18	$1,116	$0	$27	$0	$5,493
WILLIAM PENN COLLEGE	$3,747	$0	$910	$923	$168	$0	$866	$0	$126	$0	$6,740
Independent 4-Yr Total	$206,903	$0	$29,974	$39,284	$21,981	$1,186	$63,389	$0	$21,513	$0	$384,229
DES MOINES COMMUNITY COLLEGE	$7,767	$15,354	$2,636	$400	$0	$163	$4,047	$0	$12,409	$0	$42,776
EASTERN IOWA COMMUNITY COLLEGE	$6,030	$9,749	$5,416	$88	$0	$69	$1,832	$0	$1,663	$0	$24,846
ELLSWORTH COMMUNITY COLLEGE	$1,027	$2,801	$623	$0	$63	$0	$1,193	$0	$440	$0	$6,147
HAWKEYE INST TECHNOLOGY	$2,453	$8,055	$2,089	$3	$0	$0	$1,370	$0	$929	$0	$14,899

Source: IPEDS Finance - excluding Nonmandatory Transfers
*Data not provided
**Complete data not available

CURRENT FUNDS REVENUES
1987-1988
(Amounts In Thousands)

Institution	TUITION & FEES	GOVERNMENT APPROPRIATION	GOVERNMENT GRANTS & CONTRACTS	PRIVATE GIFTS, GRANTS & CONTRACTS	ENDOWMENT INCOME	SALES & SERVICES OF EDUCATION ACTIVITY	SALES & SERVICES OF AUXILARY SERVICES	SALES & SERVICES OF HOSPITAL	OTHER SOURCES	INDEPENDENT OPERATIONS	TOTAL
INDIAN HILLS COMMUNITY COLLEGE	$3,055	$7,489	$2,041	$7	$0	$2	$1,985	$0	$400	$0	$14,980
IOWA CENTRAL COMMUNITY COLLEGE	$2,903	$6,909	$2,519	$0	$0	$175	$1,888	$0	$788	$0	$15,181
IOWA LAKES COMMUNITY COLLEGE	$2,009	$5,431	$1,623	$91	$1	$0	$760	$0	$112	$0	$10,025
IOWA WESTERN COMMUNITY COLLEGE	$3,785	$6,889	$1,714	$7	$0	$136	$1,501	$0	$3,615	$0	$17,647
KIRKWOOD COMMUNITY COLLEGE	$7,792	$13,340	$4,553	$26	$0	$1,295	$2,092	$0	$583	$0	$29,682
MARSHALLTOWN COMMUNITY COLLEGE	$1,158	$2,884	$507	$0	$53	$0	$399	$0	$481	$0	$5,482
NORTH IOWA AREA COMMUNITY COLL	$2,823	$6,068	$3,285	$61	$1	$0	$227	$0	$948	$0	$13,413
NORTHEAST IOWA TECHNICAL INSTI	$1,497	$5,420	$861	$15	$0	$0	$988	$0	$770	$0	$9,551
NORTHWEST IOWA TECHNICAL COLLE	$679	$2,986	$552	$0	$0	$0	$672	$0	$107	$0	$4,996
SOUTHEASTERN COMMUNITY COLLEGE	$2,396	$4,788	$2,909	$115	$0	$113	$1,069	$0	$1,341	$0	$12,732
SOUTHWESTERN COMMUNITY COLLEGE	$868	$3,001	$956	$0	$0	$86	$336	$0	$910	$0	$6,158
WESTERN IOWA TECH	$2,111	$6,302	$1,527	$0	$0	$44	$1,009	$0	$551	$0	$11,543

Source: IPEDS Finance - excluding Nonmandatory Transfers.
*Data not provided
**Complete data not available

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CURRENT FUNDS REVENUES
1987-1988
(Amounts In Thousands)

Institution	TUITION & FEES	GOVERNMENT APPROPRIATION	GOVERNMENT GRANTS & CONTRACTS	PRIVATE GIFTS, GRANTS & CONTRACTS	ENDOWMENT INCOME	SALES & SERVICES OF EDUCATION ACTIVITY	SALES & SERVICES OF AUXILARY SERVICES	SALES & SERVICES OF HOSPITAL	OTHER SOURCES	INDEPENDENT OPERATIONS	TOTAL
Community Colleges Total	$48,351	$107,465	$33,812	$814	$118	$2,083	$21,368	$0	$26,047	$0	$240,059
ALLEN MEMORIAL HOSPITAL SCHOOL	$188	$0	$438	$0	$0	$0	$0	$0	$0	$0	$626
AMERICAN INSTITUTE OF BUSINESS	$3,484	$0	$709	$13	$206	$0	$1,436	$0	$151	$0	$5,999
AMERICAN INSTITUTE OF COMMERCE	$3,970	$0	$1,584	$0	$0	$0	$553	$0	$575	$0	$6,683
FAITH BAPTIST BIBLE COLLEGE AN	$961	$0	$233	$366	$0	$0	$898	$0	$201	$0	$2,658
HAMILTON BUSINESS COLLEGE	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
IOWA METHODIST SCHOOL OF NURSI	$0	$0	$71	$0	$0	$0	$0	$0	$0	$0	$71
JENNIE EDMUNDSON MEM HOSP SCH	$115	$0	$57	$334	$0	$0	$23	$0	$2	$0	$531
MERCY HOSPITAL MEDICAL CENTER	$90	$0	$34	$0	$0	$0	$32	$0	$218	$0	$374
PALMER COLLEGE OF CHIROPRACTIC	$13,538	$0	$318	$264	$0	$670	$1,454	$0	$509	$0	$16,752
SAINT LUKE'S SCHOOL OF NURSING	$172	$0	$92	$0	$0	$0	$64	$0	$4	$0	$331
SPENCER SCHOOL OF BUSINESS	$744	$0	$256	$0	$0	$0	$268	$0	$13	$0	$1,281

Source IPEDS Finance - excluding Nonmandatory Transfers.
*Data not provided
**Complete data not available

CURRENT FUNDS REVENUES
1987-1988
(Amounts In Thousands)

Institution	TUITION & FEES	GOVERNMENT APPROPRIATION	GOVERNMENT GRANTS & CONTRACTS	PRIVATE GIFTS, GRANTS & CONTRACTS	ENDOWMENT INCOME	SALES & SERVICES OF EDUCATION ACTIVITY	SALES & SERVICES OF AUXILARY SERVICES	SALES & SERVICES OF HOSPITAL	OTHER SOURCES	INDEPENDENT OPERATIONS	TOTAL
UNIVERSITY OF OSTEOPATHIC MEDI	$13,162	$725	$1,666	$828	$0	$5,074	$0	$0	$905	$759	$23,118
WALDORF COLLEGE	$1,779	$0	$412	$1,593	$49	$2	$993	$0	$120	$0	$4,949
Independent 2-Yr/Other	$38,201	$725	$5,871	$3,397	$255	$5,745	$5,722	$0	$2,698	$759	$63,373
TOTAL	$428,770	$453,255	$205,144	$83,416	$24,972	$47,097	$233,184	$237,111	$72,911	$20,603	$1,806,462

Source: IPEDS Finance - excluding Nonmandatory Transfers.
*Data not provided
**Complete data not available

FEDERAL/STATE REVENUES
1987-88

INSTITUTION	FEDERAL				STATE			LOCAL
	APPROPRIATIONS	GRANTS & CONTRACTS*	TOTAL*	PELL GRANT	APPROPRIATIONS	GRANTS & CONTRACTS	TOTAL	PROPERTY TAX
IOWA STATE UNIVERSITY	$9,303,774	$33,602,683	$42,906,457	$8,548,196	$147,567,625	$6,722,312	$154,289,937	$0
UNIVERSITY OF IOWA	$0	$85,012,068	$85,012,068	$5,637,350	$143,815,292	$2,574,919	$146,390,211	$0
UNIVERSITY OF NORTHERN IOWA	$0	$6,828,720	$6,828,720	$4,111,077	$44,378,747	$746,917	$45,125,664	$0
Regents' Universities Total	$9,303,774	$125,443,471	$134,747,245	$18,296,623	$335,761,664	$10,044,148	$345,805,812	$0
BRIAR CLIFF COLLEGE	$0	$1,035,207	$1,035,207	$801,313	$0	$15,974	$15,974	$0
BUENA VISTA COLLEGE	$0	$2,023,772	$2,023,772	$1,672,354	$0	$22,364	$22,364	$0
CENTRAL UNIVERSITY OF IOWA	$0	$1,568,177	$1,568,177	$754,134	$0	$166,818	$166,818	$0
CLARKE COLLEGE	$0	$544,025	$544,025	$326,204	$0	$238,426	$238,426	$0
COE COLLEGE	$0	$597,132	$597,132	$515,009	$0	$0	$0	$0
CORNELL COLLEGE	$0	$1,094,450	$1,094,450	$483,309	$0	$23,961	$23,961	$0
DIVINE WORD COLLEGE	$0	$156,150	$156,150	$78,950	$0	$1,069	$1,069	$0
DORDT COLLEGE	$0	$823,210	$823,210	$565,291	$0	$5,325	$5,325	$0
DRAKE UNIVERSITY	$0	$4,115,654	$4,115,654	$731,861	$0	$819,344	$819,344	$0
GRACELAND COLLEGE	$0	$1,764,786	$1,764,786	$437,916	$0	$51,608	$51,608	$0
GRAND VIEW COLLEGE	$0	$632,299	$632,299	$586,406	$0	$0	$0	$0
GRINNELL COLLEGE	$0	$434,114	$434,114	$189,212	$0	$18,837	$18,837	$0
IOWA WESLEYAN COLLEGE	$0	$418,320	$418,320	$307,627	$0	$0	$0	$0
LORAS COLLEGE	$0	$1,092,491	$1,092,491	$728,884	$0	$0	$0	$0
LUTHER COLLEG	$0	$1,973,963	$1,973,963	$793,803	$0	$108,916	$108,916	$0
MAHARISHI INTERNATIONAL UNIVERSITY	$0	$770,002	$770,002	$184,426	$0	$169,444	$169,444	$0
MARYCREST COLLEGE	$0	$898,176	$898,176	$419,402	$0	$2,580	$2,580	$0
MORNINGSIDE COLLEGE	$0	$1,072,339	$1,072,339	$707,585	$0	$0	$0	$0
MOUNT MERCY COLLEGE	$0	$798,616	$798,616	$621,812	$0	$5,325	$5,325	$0
MOUNT SAINT CLARE COLLEGE	$0	$202,343	$202,343	$169,907	$0	$0	$0	$0
NORTHWESTERN COLLEGE	$0	$826,784	$826,784	$565,236	$0	$15,244	$15,244	$0
SAINT AMBROSE COLLEGE	$0	$733,624	$733,624	$650,805	$0	$0	$0	$0
SIMPSON COLLEGE	$0	$699,858	$699,858	$562,551	$0	$0	$0	$0
UNIVERSITY OF DUBUQUE	$0	$712,888	$712,888	$476,840	$0	$24,369	$24,369	$0
UPPER IOWA UNIVERSITY	$0	$629,346	$629,346	$391,661	$0	$3,195	$3,195	$0
WARTBURG COLLEGE	$0	$994,987	$994,987	$635,913	$0	$0	$0	$0
WESTMAR COLLEGE	$0	$731,750	$731,750	$472,558	$0	$21,229	$21,229	$0
WILLIAM PENN COLLEGE	$0	$909,977	$909,977	$469,254	$0	$0	$0	$0
Independent 4-Year Total	$0	$28,254,440	$28,254,440	$15,300,223	$0	$1,714,028	$1,714,028	$0

FEDERAL/STATE REVENUES
1987-88

INSTITUTION	FEDERAL APPROPRIATIONS	FEDERAL GRANTS & CONTRACTS*	FEDERAL TOTAL*	FEDERAL PELL GRANT	STATE APPROPRIATIONS	STATE GRANTS & CONTRACTS	STATE TOTAL	LOCAL PROPERTY TAX
DES MOINES COMMUNITY COLLEGE	$1,400,054	$2,635,608	$4,035,662	$2,578,536	$10,071,860	$0	$10,071,860	$3,882,086
EASTERN IOWA COMMUNITY COLLEGE	$1,076,490	$2,185,817	$3,262,307	$1,983,362	$6,703,151	$3,230,102	$9,933,253	$1,969,359
ELLSWORTH COMMUNITY COLLEGE	$158,721	$623,029	$781,750	$534,296	$2,169,720	$0	$2,169,720	$472,559
HAWKEYE INSTITUTE OF TECHNOLOGY	$636,775	$1,913,385	$2,550,160	$1,498,617	$6,117,283	$175,932	$6,293,215	$1,300,942
INDIAN HILLS COMMUNITY COLLEGE	$763,920	$1,868,958	$2,632,878	$1,543,761	$5,736,149	$171,948	$5,908,097	$988,931
IOWA CENTRAL COMMUNITY COLLEGE	$606,792	$2,470,781	$3,077,573	$1,239,577	$4,881,057	$48,461	$4,929,518	$1,421,151
IOWA LAKES COMMUNITY COLLEGE	$433,825	$1,339,997	$1,773,822	$917,716	$4,049,602	$282,552	$4,332,154	$947,573
IOWA WESTERN COMMUNITY COLLEGE	$560,740	$1,657,032	$2,217,772	$1,293,316	$4,969,559	$57,136	$5,026,695	$1,358,701
KIRKWOOD COMMUNITY COLLEGE	$1,035,440	$3,796,392	$4,831,832	$2,175,620	$9,911,931	$756,988	$10,668,919	$2,392,629
MARSHALLTOWN COMMUNITY COLLEGE	$169,355	$506,546	$675,901	$452,898	$2,235,063	$0	$2,235,063	$479,582
NORTH IOWA AREA COMMUNITY COLLEGE	$390,566	$3,285,406	$3,675,972	$1,358,171	$4,380,120	$0	$4,380,120	$1,297,314
NORTHEAST IOWA TECHNICAL INSTITUTE	$548,851	$774,229	$1,323,080	$772,323	$3,532,979	$87,202	$3,620,181	$1,338,170
NORTHWEST IOWA TECHNICAL COLLEGE	$312,175	$351,975	$664,150	$337,586	$2,000,197	$182,676	$2,182,873	$673,628
SOUTHEASTERN COMMUNITY COLLEGE	$412,301	$2,461,491	$2,873,792	$946,282	$3,680,877	$447,642	$4,128,519	$694,822
SOUTHWESTERN COMMUNITY COLLEGE	$59,335	$944,412	$1,003,747	$585,503	$2,129,725	$12,077	$2,141,802	$811,940
WESTERN IOWA TECH	$557,800	$708,276	$1,266,076	$1,207,065	$4,497,088	$818,260	$5,315,348	$1,247,112
Community Colleges Total	$9,123,140	$27,523,334	$36,646,474	$19,424,629	$77,066,361	$6,270,976	$83,337,337	$21,276,499
ALLEN MEMORIAL HOSP. SCHOOL OF NURSING	$0	$438,000	$438,000	$438,000	$0	$0	$0	$0
AMERICAN INSTITUTE OF BUSINESS	$0	$700,372	$700,372	$613,789	$0	$8,696	$8,696	$0
AMERICAN INSTITUTE OF COMMERCE	$0	$1,405,385	$1,405,385	$1,405,385	$0	$0	$0	$0
FAITH BAPTIST BIBLE COLLEGE AND SEM.	$0	$232,781	$232,781	$232,781	$0	$0	$0	$0
HAMILTON BUSINESS COLLEGE	$0	$0	$0	$0	$0	$0	$0	$0
IOWA METHODIST SCHOOL OF NURSING	$0	$70,665	$70,665	$70,665	$0	$0	$0	$0
JENNIE EDMUNDSON MEM HOSP SCH OF NSG	$0	$57,394	$57,394	$52,482	$0	$0	$0	$0
MERCY HOSPITAL MEDICAL CENTER NURSING	$0	$33,887	$33,887	$33,887	$0	$0	$0	$0
PALMER COLLEGE OF CHIROPRACTIC	$0	$317,769	$317,769	$261,711	$0	$0	$0	$0
SAINT LUKE'S SCHOOL OF NURSING	$0	$92,070	$92,070	$92,070	$0	$0	$0	$0
SPENCER SCHOOL OF BUSINESS	$0	$211,340	$211,340	$192,490	$0	$44,765	$44,765	$0
UNIVERSITY OF OSTEOPATHIC MEDICINE	$0	$1,666,344	$1,666,344	$22,800	$724,685	$0	$724,685	$0
WALDORF COLLEGE	$0	$404,689	$404,689	$256,253	$0	$7,455	$7,455	$0
Independent 2-Year/Other Total	$0	$5,630,696	$5,630,696	$3,672,313	$724,685	$60,916	$785,601	$0
TOTAL	$18,426,914	$186,851,941	$205,278,855	$56,693,788	$413,552,710	$18,090,068	$431,642,778	$21,276,499

CURRENT FUNDS EXPENDITURES
1987-1988
(Amounts In Thousands)

Institution	Instruction	Research	Public Service	Academic** Support	Student Service	Institutional Support	Library	Operations Maint.	Scholarship* Fellowship	Mandatory Transfers	Auxiliary Enterprise	Hospital	Independent Operations	Total
IOWA STATE UNIVERSITY	$88,978	$71,697	$35,487	$8,653	$12,096	$22,453	$7,844	$21,960	$19,573	$8,033	$68,227	$0	$18,681	$383,683
UNIVERSITY OF IOWA	$143,647	$64,767	$15,304	$21,394	$14,355	$15,526	$10,845	$30,275	$25,441	$6,065	$65,271	$200,003	$0	$612,893
UNIVERSITY OF NORTHERN IOWA	$28,872	$266	$3,972	$9,227	$2,713	$6,512	$879	$9,997	$7,553	$36	$14,697	$0	$0	$84,724
Regents' Universities Totals	$261,497	$136,729	$54,763	$39,274	$29,164	$44,492	$19,569	$62,233	$52,566	$14,134	$148,195	$200,003	$18,681	$1,081,300
BRIAR CLIFF COLLEGE	$2,304	$0	$0	$391	$1,116	$921	$155	$499	$1,763	$16	$1,142	$0	$0	$8,308
BUENA VISTA COLLEGE	$6,690	$0	$0	$227	$1,855	$1,069	$305	$825	$3,465	$384	$2,563	$0	$0	$17,384
CENTRAL UNIVERSITY OF IOWA	$4,690	$16	$310	$266	$2,378	$1,496	$453	$1,174	$4,242	$73	$3,694	$0	$0	$18,791
CLARKE COLLEGE	$1,756	$258	$0	$200	$661	$775	$211	$485	$1,094	$6	$1,103	$0	$0	$6,549

Source: IPEDS Finance - excluding Nonmandatory Transfers.

*Scholarship/Fellowship Expenditures include federally-funded student assistance.

**Academic Support less Library Expenditures

***Data not provided.

****Complete data not available

CURRENT FUNDS EXPENDITURES
1987-1988
(Amounts In Thousands)

Institution	Instruction	Research	Public Service	Academic** Support	Student Service	Institutional Support	Library	Operations Maint.	Scholarship* Fellowship	Mandatory Transfers	Auxiliary Enterprise	Hospital	Independent Operations	Total
COE COLLEGE	$4,127	$0	$0	$178	$912	$1,899	$456	$1,120	$2,607	$0	$2,114	$0	$0	$13,414
CORNELL COLLEGE	$3,615	$116	$0	$470	$1,503	$1,660	$360	$1,123	$4,137	$0	$2,340	$0	$0	$15,324
DIVINE WORD COLLEGE	$440	$0	$0	$37	$151	$479	$91	$127	$249	$15	$296	$0	$0	$1,885
DORDT COLLEGE	$2,995	$16	$239	$222	$652	$993	$157	$601	$1,513	$7	$1,664	$0	$0	$9,058
DRAKE UNIVERSITY	$14,835	$69	$1,863	$2,110	$2,854	$4,286	$1,575	$2,713	$8,470	$672	$9,836	$0	$0	$49,284
GRACELAND COLLEGE	$2,252	$3	$294	$6	$1,337	$1,663	$248	$932	$1,663	$14	$1,780	$0	$0	$10,193
GRAND VIEW COLLEGE	$3,100	$0	$15	$67	$699	$887	$276	$736	$1,182	$373	$809	$0	$0	$8,144
GRINNELL COLLEGE	$7,487	$118	$0	$1,322	$3,211	$3,376	$1,270	$1,911	$5,231	$12	$3,970	$0	$0	$27,908

Source: IPEDS Finance - excluding Nonmandatory Transfers.

*Scholarship/Fellowship Expenditures include federally-funded student assistance.

**Academic Support less Library Expenditures

***Data not provided.

****Complete data not available

CURRENT FUNDS EXPENDITURES
1987-1988
(Amounts In Thousands)

Institution	Instruction	Research	Public Service	Academic** Support	Student Service	Institutional Support	Library	Operations Maint.	Scholarship* Fellowship	Mandatory Transfers	Auxiliary Enterprise	Hospital	Independent Operations	Total
IOWA WESLEYAN COLLEGE	$1,135	$0	$0	$87	$677	$1,118	$149	$540	$1,131	$0	$672	$0	$0	$5,508
LORAS COLLEGE	$4,953	$32	$76	$322	$1,336	$2,361	$470	$1,187	$2,973	$118	$3,436	$0	$0	$17,262
LUTHER COLLEGE	$7,621	$48	$350	$78	$2,180	$2,757	$623	$1,503	$4,114	$13	$5,479	$0	$0	$24,765
MAHARISHI INTERNATIONAL UNIVERSITY	$1,515	$714	$16,685	$508	$119	$2,910	$105	$1,171	$3,958	$15	$2,603	$0	$0	$30,303
MARYCREST COLLEGE	$2,483	$0	$0	$119	$441	$1,292	$159	$522	$1,214	$241	$755	$0	$0	$7,225
MORNINGSIDE COLLEGE	$2,958	$0	$0	$0	$570	$2,005	$282	$641	$2,891	$0	$1,273	$0	$0	$10,620
MOUNT MERCY COLLEGE	$1,888	$0	$0	$442	$730	$1,577	$249	$747	$1,754	$191	$895	$0	$0	$8,473
MOUNT SAINT CLARE COLLEGE	$517	$0	$0	$92	$417	$435	$60	$127	$438	$203	$254	$0	$0	$2,542

Source: IPEDS Finance - excluding Nonmandatory Transfers.

*Scholarship/Fellowship Expenditures include federally-funded student assistance.

**Academic Support less Library Expenditures.

***Data not provided.

****Complete data not available.

CURRENT FUNDS EXPENDITURES
1987-1988
(Amounts In Thousands)

Institution	Instruction	Research	Public Service	Academic** Support	Student Service	Institutional Support	Library	Operations Maint.	Scholarship* Fellowship	Mandatory Transfers	Auxiliary Enterprise	Hospital	Independent Operations	Total
NORTHWESTERN COLLEGE	$1,965	$0	$15	$282	$1,072	$940	$194	$465	$2,031	$373	$1,446	$0	$0	$8,784
SAINT AMBROSE UNIVERSITY	$3,998	$0	$0	$406	$463	$2,295	$333	$1,519	$2,278	$381	$1,660	$0	$0	$13,332
SIMPSON COLLEGE	$3,361	$0	$0	$63	$889	$2,019	$188	$920	$2,684	$161	$1,279	$0	$0	$11,564
UNIVERSITY OF DUBUQUE	$2,262	$0	$0	$748	$1,051	$1,635	$279	$740	$1,700	$3	$1,021	$0	$0	$9,439
UPPER IOWA UNIVERSITY	$1,193	$0	$0	$121	$950	$597	$91	$422	$1,007	$77	$697	$0	$0	$5,155
WARTBURG COLLEGE	$3,661	$0	$150	$0	$1,246	$1,748	$301	$1,079	$2,750	$459	$2,566	$0	$0	$13,959
WESTMAR COLLEGE	$1,062	$0	$37	$98	$617	$822	$88	$390	$1,500	$92	$846	$0	$0	$5,551
WILLIAM PENN COLLEGE	$1,119	$0	$0	$134	$444	$2,037	$128	$789	$2,159	$0	$855	$0	$0	$7,666

Source: IPEDS Finance - excluding Nonmandatory Transfers.

*Scholarship/Fellowship Expenditures include federally-funded student assistance.

**Academic Support less Library Expenditures.

***Data not provided

****Complete data not available

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CURRENT FUNDS EXPENDITURES
1987-1988
(Amounts In Thousands)

Institution	Instruction	Research	Public Service	Academic** Support	Student Service	Institutional Support	Library	Operations Maint.	Scholarship* Fellowship	Mandatory Transfers	Auxiliary Enterprise	Hospital	Independent Operations	Total
IOWA WESTERN COMMUNITY COLLEGE	$7,889	$0	$0	$527	$699	$1,775	$268	$1,462	$1,432	$97	$1,569	$0	$0	$15,717
KIRKWOOD COMMUNITY COLLEGE	$14,351	$0	$0	$2,459	$1,584	$4,264	$351	$1,939	$2,506	$0	$2,457	$0	$0	$29,911
MARSHALLTOWN COMMUNITY COLLEGE	$2,328	$80	$0	$520	$328	$941	$136	$511	$523	$0	$399	$0	$0	$5,765
NORTH IOWA AREA COMMUNITY COLLEGE	$8,124	$0	$0	$424	$787	$931	$389	$1,123	$1,437	$0	$226	$0	$0	$13,440
NORTHEAST IOWA TECHNICAL INSTITUTE	$5,699	$0	$0	$57	$443	$802	$108	$758	$877	$0	$894	$0	$0	$9,638
NORTHWEST IOWA TECHNICAL COLLEGE	$2,006	$0	$0	$504	$146	$924	$53	$379	$538	$0	$473	$0	$0	$5,023
SOUTHEASTERN COMMUNITY COLLEGE	$6,129	$0	$0	$110	$636	$848	$141	$658	$1,077	$0	$2,493	$0	$0	$12,093
SOUTHWESTERN COMMUNITY COLLEGE	$2,952	$0	$0	$0	$276	$984	$67	$459	$616	$0	$305	$0	$0	$5,660

Source: IPEDS Finance - excluding Nonmandatory Transfers.

*Scholarship/Fellowship Expenditures include federally-funded student assistance.

**Academic Support less Library Expenditures.

***Data not provided

****Complete data not available

CURRENT FUNDS EXPENDITURES
1987-1988
(Amounts In Thousands)

Institution	Instruction	Research	Public Service	Academic** Support	Student Service	Institutional Support	Library	Operations Maint.	Scholarship* Fellowship	Mandatory Transfers	Auxiliary Enterprise	Hospital	Independent Operations	Total
WESTERN IOWA TECH	$5,237	$0	$224	$1,021	$631	$840	$255	$1,079	$1,223	$0	$1,005	$0	$0	$11,515
Community Colleges Totals	$113,329	$146	$4,039	$10,780	$11,563	$24,680	$4,085	$17,341	$21,450	$222	$24,919	$0	$0	$232,553
ALLEN MEMORIAL HOSPITAL SCHOOL OF NURSIN	$466	$0	$0	$16	$0	$0	$7	$113	$438	$0	$0	$0	$0	$1,040
AMERICAN INSTITUTE OF BUSINESS	$1,394	$0	$0	$95	$766	$788	$72	$434	$721	$0	$1,211	$0	$0	$5,479
AMERICAN INSTITUTE OF COMMERCE	$942	$0	$0	$17	$412	$2,285	$0	$817	$1,584	$0	$330	$0	$0	$6,387
FAITH BAPTIST BIBLE COLLEGE AND SEMINARY	$428	$0	$244	$114	$180	$235	$57	$222	$274	$6	$1,485	$0	$0	$3,244
HAMILTON BUSINESS COLLEGE	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
IOWA METHODIST SCHOOL OF NURSING	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0

Source: IPEDS Finance - excluding Nonmandatory Transfers

*Scholarship/Fellowship Expenditures include federally-funded student assistance

**Academic Support less Library Expenditures

***Data not provided

****Complete data not available

CURRENT FUNDS EXPENDITURES
1987-1988
(Amounts In Thousands)

Institution	Instruction	Research	Public Service	Academic** Support	Student Service	Institutional Support	Library	Operations Maint.	Scholarship* Fellowship	Mandatory Transfers	Auxiliary Enterprise	Hospital	Independent Operations	Total
JENNIE EDMUNDSON MEM HOSP SCH OF NURSING	$201	$0	$0	$50	$0	$170	$12	$2	$68	$6	$24	$0	$0	$531
MERCY HOSPITAL MEDICAL CENTER SCHOOL OF	$0	$0	$0	$29	$12	$68	$0	$96	$34	$0	$95	$0	$0	$334
PALMER COLLEGE OF CHIROPRACTIC	$5,594	$248	$0	$104	$1,036	$4,220	$444	$1,615	$736	$489	$1,245	$0	$0	$15,731
SAINT LUKE'S SCHOOL OF NURSING	$0	$0	$0	$2	$10	$0	$2	$272	$20	$0	$0	$0	$0	$306
SPENCER SCHOOL OF BUSINESS	$282	$0	$0	$0	$0	$0	$0	$0	$268	$529	$199	$0	$0	$1,277
UNIVERSITY OF OSTEOPATHIC MEDICINE AND H	$5,833	$0	$0	$2,469	$307	$3,534	$0	$1,471	$248	$462	$6,705	$0	$759	$21,788
WALDORF COLLEGE	$1,163	$0	$0	$16	$600	$737	$100	$273	$958	$24	$816	$0	$0	$4,687
Independent 2-Yr/Other Totals	$16,302	$248	$244	$2,911	$3,322	$12,036	$695	$5,314	$5,348	$1,517	$12,110	$0	$759	$60,806

Source: IPEDS Finance - excluding Nonmandatory Transfers.

*Scholarship/Fellowship Expenditures include federally-funded student assistance.

**Academic Support less Library Expenditures

***Data not provided

****Complete data not available.

TYPICAL UNDERGRADUATE STUDENT EXPENSES
1987-1988

	RESIDENT				NON-RESIDENT			
Institution	Tuition & Fees	Room & Board	Other Expenses	TOTAL	Tuition & Fees	Room & Board	Other Expenses	TOTAL
IOWA STATE UNIVERSITY	$1,564	$2,300	$1,395	$5,259	$4,910	$2,242	$2,368	$9,520
UNIVERSITY OF IOWA	$1,564	$2,370	$1,395	$5,329	$4,910	$2,370	$1,870	$9,150
UNIVERSITY OF NORTHERN IOWA	$1,548	$1,990	$1,395	$4,933	$3,880	$1,990	$1,902	$7,772
Regents' Universities Average	$1,558	$2,220	$1,395	$5,173	$4,566	$2,200	$2,046	$8,814
BRIAR CLIFF COLLEGE	$5,550	$2,300	$1,395	$9,245	$5,550	$2,300	$1,395	$9,245
BUENA VISTA COLLEGE	$7,275	$2,395	$1,395	$11,065	$7,275	$2,395	$1,395	$11,065
CENTRAL UNIVERSITY OF IOWA	$6,852	$2,690	$1,395	$10,937	$6,852	$2,690	$1,395	$10,937
CLARKE COLLEGE	$6,955	$2,325	$1,395	$10,675	$6,955	$2,325	$1,395	$10,675
COE COLLEGE	$7,290	$2,600	$1,395	$11,285	$7,290	$2,600	$1,395	$11,285
CORNELL COLLEGE	$8,286	$2,914	$1,395	$12,595	$8,286	$2,914	$1,395	$12,595
DIVINE WORD COLLEGE	$4,300	$1,200	$1,395	$6,895	$4,300	$1,200	$1,395	$6,895
DORDT COLLEGE	$5,690	$1,900	$1,395	$8,985	$5,690	$1,900	$1,395	$8,985
DRAKE UNIVERSITY	$7,700	$3,100	$1,395	$12,195	$7,700	$3,100	$1,395	$12,195
GRACELAND COLLEGE	$5,760	$2,190	$1,395	$9,345	$5,760	$2,190	$1,395	$9,345
GRAND VIEW COLLEGE	$4,870	$2,120	$1,395	$8,385	$4,870	$2,120	$1,395	$8,385
GRINNELL COLLEGE	$9,890	$3,000	$1,395	$14,285	$9,890	$3,000	$1,395	$14,285
IOWA WESLEYAN COLLEGE	$5,800	$2,670	$1,395	$9,865	$5,800	$2,670	$1,395	$9,865
LORAS COLLEGE	$6,376	$2,550	$1,395	$10,321	$6,376	$2,550	$1,395	$10,321
LUTHER COLLEGE	$7,330	$2,420	$1,395	$11,145	$7,330	$2,420	$1,395	$11,145
MAHARISHI INTERNATIONAL UNIVERSITY	$6,060	$2,112	$1,395	$9,567	$6,060	$2,112	$1,395	$9,567
MARYCREST COLLEGE	$6,280	$2,230	$1,395	$9,905	$6,280	$2,230	$1,395	$9,905
MORNINGSIDE COLLEGE	$6,486	$2,230	$1,395	$10,111	$6,486	$2,230	$1,395	$10,111
MOUNT MERCY COLLEGE	$5,580	$2,275	$1,395	$9,250	$5,580	$2,275	$1,395	$9,250
MOUNT SAINT CLARE COLLEGE	$5,240	$2,680	$1,395	$9,315	$5,240	$2,680	$1,395	$9,315
NORTHWESTERN COLLEGE	$6,000	$2,200	$1,395	$9,595	$6,000	$2,200	$1,395	$9,595

Data used by the Iowa College Aid Commission for administration of State Scholarship and Grant Programs.
Other Expenses include a standard allowance for books, supplies, transportation, and personal expenses.
The Community College data includes the average estimated room and board charges for all institutions.

TYPICAL UNDERGRADUATE STUDENT EXPENSES
1987-1988

Institution	RESIDENT Tuition & Fees	RESIDENT Room & Board	RESIDENT Other Expenses	RESIDENT TOTAL	NON-RESIDENT Tuition & Fees	NON-RESIDENT Room & Board	NON-RESIDENT Other Expenses	NON-RESIDENT TOTAL
SAINT AMBROSE UNIVERSITY	$6,330	$2,700	$1,395	$10,425	$6,330	$2,700	$1,395	$10,425
SIMPSON COLLEGE	$6,995	$2,468	$1,395	$10,858	$6,995	$2,468	$1,395	$10,858
UNIVERSITY OF DUBUQUE	$6,075	$2,500	$1,395	$9,970	$6,075	$2,500	$1,395	$9,970
UPPER IOWA UNIVERSITY	$6,035	$2,460	$1,395	$9,890	$6,035	$2,460	$1,395	$9,890
WARTBURG COLLEGE	$6,880	$2,500	$1,395	$10,775	$6,880	$2,500	$1,395	$10,775
WESTMAR COLLEGE	$6,082	$2,752	$1,395	$10,229	$6,082	$2,752	$1,395	$10,229
WILLIAM PENN COLLEGE	$6,590	$2,300	$1,395	$10,285	$6,590	$2,300	$1,395	$10,285
Independent 4-Yr. Average	$6,448	$2,420	$1,395	$10,264	$6,448	$2,420	$1,395	$10,264
DES MOINES COMMUNITY COLLEGE	$944	$2,210	$1,395	$4,549	$1,888	$2,210	$1,395	$5,493
EASTERN IOWA COMMUNITY COLLEGE	$950	$2,210	$1,395	$4,555	$1,425	$2,210	$1,395	$5,030
ELLSWORTH COMMUNITY COLLEGE	$950	$2,210	$1,395	$4,555	$1,900	$2,210	$1,395	$5,505
HAWKEYE INST TECHNOLOGY	$936	$2,210	$1,395	$4,541	$1,872	$2,210	$1,395	$5,477
INDIAN HILLS COMMUNITY COLLEGE	$900	$2,210	$1,395	$4,505	$1,350	$2,210	$1,395	$4,955
IOWA CENTRAL COMMUNITY COLLEGE	$1,000	$2,210	$1,395	$4,605	$1,500	$2,210	$1,395	$5,105
IOWA LAKES COMMUNITY COLLEGE	$945	$2,210	$1,395	$4,550	$1,416	$2,210	$1,395	$5,021
IOWA WESTERN COMMUNITY COLLEGE	$1,020	$2,210	$1,395	$4,625	$2,040	$2,210	$1,395	$5,645
KIRKWOOD COMMUNITY COLLEGE	$828	$2,210	$1,395	$4,433	$1,656	$2,210	$1,395	$5,261
MARSHALLTOWN COMMUNITY COLLEGE	$950	$2,210	$1,395	$4,555	$1,900	$2,210	$1,395	$5,505
NORTH IOWA AREA COMMUNITY COLLEGE	$1,020	$2,210	$1,395	$4,625	$1,530	$2,210	$1,395	$5,135
NORTHEAST IOWA TECHNICAL INSTITUTE	$900	$2,210	$1,395	$4,505	$1,800	$2,210	$1,395	$5,405
NORTHWEST IOWA TECHNICAL COLLEGE	$840	$2,210	$1,395	$4,445	$1,260	$2,210	$1,395	$4,865
SOUTHEASTERN COMMUNITY COLLEGE	$1,004	$2,210	$1,395	$4,609	$1,506	$2,210	$1,395	$5,111
SOUTHWESTERN COMMUNITY COLLEGE	$1,008	$2,210	$1,395	$4,613	$1,512	$2,210	$1,395	$5,117
WESTERN IOWA TECH	$810	$2,210	$1,395	$4,415	$1,620	$2,210	$1,395	$5,225

Data used by the Iowa College Aid Commission for administration of State Scholarship and Grant Programs.
Other Expenses include a standard allowance for books, supplies, transportation, and personal expenses.
The Community College data includes the average estimated room and board charges for all institutions.

TYPICAL UNDERGRADUATE STUDENT EXPENSES
1987-1988

	RESIDENT				NON-RESIDENT			
Institution	Tuition & Fees	Room & Board	Other Expenses	TOTAL	Tuition & Fees	Room & Board	Other Expenses	TOTAL
Community Colleges Average	$937	$2,210	$1,395	$4,542	$1,635	$2,210	$1,395	$5,240
ALLEN MEMORIAL HOSPITAL SCHOOL OF N	$2,624	$1,834	$1,395	$5,853	$2,624	$1,834	$1,395	$5,853
AMERICAN INSTITUTE OF BUSINESS	$3,300	$2,235	$1,395	$6,930	$3,300	$2,235	$1,395	$6,930
AMERICAN INSTITUTE OF COMMERCE	$3,699	$4,550	$1,395	$9,644	$3,699	$4,550	$1,395	$9,644
FAITH BAPTIST BIBLE COLLEGE AND SEM	$3,320	$2,395	$1,395	$7,110	$3,320	$2,395	$1,395	$7,110
HAMILTON BUSINESS COLLEGE	$2,940	$2,475	$1,395	$6,810	$2,940	$2,475	$1,395	$6,810
IOWA METHODIST SCHOOL OF NURSING	$4,656	$1,394	$1,395	$7,445	$4,656	$1,394	$1,395	$7,445
JENNIE EDMUNDSON MEM HOSP SCH OF NU	$2,092	$2,406	$1,395	$5,893	$2,092	$2,406	$1,395	$5,893
MERCY HOSPITAL MEDICAL CENTER SCHOO	$4,305	$1,800	$1,395	$7,500	$4,305	$1,800	$1,395	$7,500
PALMER COLLEGE OF CHIROPRACTIC	$5,145	$5,870	$1,395	$12,410	$5,145	$5,870	$1,395	$12,410
SAINT LUKE'S SCHOOL OF NURSING	$4,890	$3,010	$1,395	$9,295	$4,890	$3,010	$1,395	$9,295
SPENCER SCHOOL OF BUSINESS	$4,790	$3,090	$1,395	$9,275	$4,790	$3,090	$1,395	$9,275
UNIVERSITY OF OSTEOPATHIC MEDICINE	$2,871	$4,698	$1,395	$8,964	$2,871	$4,698	$1,395	$8,964
WALDORF COLLEGE	$4,675	$2,300	$1,395	$8,370	$4,675	$2,300	$1,395	$8,370
Independent 2-Yr./Other Average	$3,792	$2,927	$1,395	$8,115	$3,792	$2,927	$1,395	$8,115

Data used by the Iowa College Aid Commission for administration of State Scholarship and Grant Programs.
Other Expenses include a standard allowance for books, supplies, transportation, and personal expenses.
The Community College data includes the average estimated room and board charges for all institutions.

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GRADUATE AND PROFESSIONAL SCHOOL TUITION
FALL, 1988
INDEPENDENT COLLEGES AND UNIVERSITIES

Institution	**Tuition & Fee**	**Unit**
Clarke College	$ 220	Credit Hour
Drake University		
Graduate	4,725	Semester
Law	4,825	Semester
MBA, MTAX	4,825	Semester
Loras College	$ 220	Credit Hour
Marycrest College		
On-campus	$ 254	Credit Hour
Off-campus M.A.	113	Credit Hour
Certified Teachers	113	Credit Hour
Morningside College	$ 155	Credit Hour
Northwestern College	$ 65	Credit Hour
St. Ambrose	$ 240	Credit Hour
University of Dubuque	$ 245	Credit Hour
University of Osteopathic Medicine		
Health Care Administration	$ 135	Credit Hour
Osteopathy	$14,685	2-Semester
Podiatry	12,335	2-Semester
Physical Therapy	5,555	2-Semester

GRADUATE AND PROFESSIONAL SCHOOL TUITION
FALL, 1988
REGENT UNIVERSITIES

Institution	Resident Tuition & Fees	Nonresident Tuition & Fees
Iowa State University		
Graduate	$2,020	$ 5,720
Veterinary Medicine	3,870	10,168
University of Iowa		
Graduate	$2,020	$ 5,720
Dentistry	3,870	10,582
Law	2,200	6,790
Medicine	5,376	13,540
Pharmacy	2,196	6,790
University of Northern Iowa		
Graduate	$1,876	$ 4,790

Tuition is for a 2-semester, full-time program, normally 18 credit hours

SCHOLARSHIP AND GRANT SUMMARY
1987-88

Institution	Federal		State		Institutional		Other	
	Recipients	Avg. Grant	Recipients	Avg. Grant	Recipients	Avg. Grant	Recipients	Avg. Grant
Iowa State University	6,925	$1,469	1701	$470	8168	$947	4,030	$1,221
University of Iowa	4,780	$1,344	1413	$611	6865	$1,431	4,315	$1,526
University of Northern Iowa	3,362	$1,315	797	$794	3206	$1,005	321	$620
SUBTOTAL	15,067	$1,395	3,911	$587	18,239	$1,139	8,666	$1,351
Briar Cliff College	720	$1,111	592	$1,929	1433	$825	84	$658
Buena Vista College	1,567	$1,154	1339	$1,611	1543	$1,027	0	$0
Central University of Iowa	908	$1,045	934	$1,869	1398	$2,402	217	$5,529
Clarke College	310	$1,324	252	$1,990	610	$1,099	13	$672
Coe College	394	$1,307	382	$2,026	706	$2,963	141	$516
Cornell College	486	$1,256	351	$1,905	1374	$3,003	139	$781
Divine Word College	87	$1,364	2	$1,145	70	$1,752	5	$1,615
Dordt College	530	$1,262	364	$2,048	1304	$515	83	$1,005
Drake University	1,295	$1,461	746	$1,861	3647	$2,249	234	$1,742
Graceland College	601	$1,181	172	$1,965	1154	$995	242	$381
Grand View College	497	$1,250	438	$2,071	458	$1,243	37	$846
Grinnell College	216	$1,361	123	$1,448	817	$6,396	172	$2,182
Iowa Wesleyan College	297	$1,211	232	$1,973	432	$1,835	60	$1,029
Loras College	708	$1,287	715	$1,974	1713	$1,494	0	$0
Luther College	851	$1,331	616	$1,920	2042	$1,610	0	$0
Maharishi International University	175	$1,621	45	$2,194	358	$3,769	0	$0
Marycrest College	443	$1,122	214	$1,918	723	$1,125	71	$582
Morningside College	731	$1,296	543	$1,993	1379	$1,360	140	$880
Mount Mercy College	583	$1,173	618	$1,919	1114	$1,017	77	$710
Mount Saint Clare College	139	$1,304	125	$1,890	208	$1,152	0	$0
Northwestern College	585	$1,180	514	$1,969	1331	$1,107	0	$0
Saint Ambrose University	527	$1,258	450	$2,051	1592	$1,297	12	$720
Simpson College	532	$1,174	679	$1,877	929	$2,148	243	$804
University of Dubuque	458	$1,349	259	$1,969	892	$1,265	97	$1,205
Upper Iowa University	353	$1,365	189	$1,744	34	$1,002	27	$623
Wartburg College	595	$1,328	654	$2,121	921	$2,317	310	$742
Westmar College	506	$1,190	315	$2,083	972	$837	124	$506
William Penn College	541	$1,185	254	$2,117	626	$2,365	47	$745
SUBTOTAL	15,635	$1,248	12,117	$1,918	29,780	$1,750	2,575	$1,316

SOURCE: Iowa College Aid Commission FY 88 Financial Aid Questionnaire.

SCHOLARSHIP AND GRANT SUMMARY
1987-88

Institution	Federal		State		Institutional		Other	
	Recipients	Avg. Grant	Recipients	Avg. Grant	Recipients	Avg. Grant	Recipients	Avg. Grant
Des Moines Area Community College	3,365	$879	786	$431	298	$216	148	$603
Eastern Iowa Community College	1,743	$1,149	91	$311	176	$392	141	$515
Ellsworth Community College	653	$963	120	$500	65	$547	9	$444
Hawkeye Institute of Technology	1,831	$1,033	646	$390	123	$326	21	$235
Indian Hills Community College	1,434	$1,092	396	$688	482	$207	0	$0
Iowa Central Community College	1,218	$1,082	265	$426	267	$244	185	$171
Iowa Lakes Community College	1,033	$1,048	315	$469	277	$186	122	$931
Iowa Western Community College	1,515	$981	301	$692	118	$424	0	$0
Kirkwood Community College	3,118	$860	607	$525	204	$555	0	$0
Marshalltown Community College	577	$1,080	106	$618	123	$328	0	$0
North Iowa Area Community College	1,304	$1,134	369	$379	345	$597	0	$0
Northeast Iowa Technical Institute	807	$1,149	328	$447	51	$192	0	$0
Northwest Iowa Technical Institute	364	$1,106	188	$527	42	$85	16	$302
Southeastern Community College	1,030	$1,086	338	$672	0	$0	200	$595
Southwestern Community College	1,116	$1,060	146	$586	0	$0	110	$246
Western Iowa Tech	1,154	$1,229	549	$600	0	$0	24	$658
SUBTOTAL	22,262	$1,023	5,551	$510	2,571	$330	976	$495
Allen Mem. Hosp. School of Nursing	42	$1,175	37	$794	11	$519	4	$475
American Institute of Business	629	$1,176	477	$1,426	238	$379	92	$542
American Institute of Commerce	1,383	$1,163	189	$1,094	8	$615	0	$0
Faith Baptist Bible College	160	$1,450	93	$1,537	206	$496	0	$0
Hamilton Business College	668	$984	196	$971	0	$0	0	$0
Iowa Methodist School of Nursing	71	$1,075	81	$1,017	41	$525	13	$1,658
J. Edmundson Mem. Hosp. School of Nursing	52	$980	17	$868	12	$917	22	$340
Mercy Hosp. Medical Ctr. School of Nursing	23	$1,473	12	$1,163	9	$761	28	$788
Palmer College of Chiropractic	218	$1,074	20	$1,722	1123	$399	30	$1,000
Saint Luke's School of Nursing	66	$1,228	34	$1,820	37	$543	7	$1,093
Spencer School of Business	233	$1,049	106	$2,197	11	$454	0	$0
Univ. of Osteopathic Med./Health Sciences	48	$8,491	125	$2,994	4	$17,275	0	$0
Waldorf College	395	$924	242	$1,989	789	$641	295	$464
SUBTOTAL	3,988	$1,199	1,629	$1,563	2,489	$519	491	$565
TOTAL	56,952	$1,195	23,208	$1,332	53,079	$1,414	12,708	$1,248

SOURCE: Iowa College Aid Commission FY 88 Financial Aid Questionnaire.

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WORK STUDY SUMMARY
1987-88

Institution	Federal Recipients	Federal Average Award	State Recipients	State Average Award	Institutional Recipients	Institutional Average Award
Iowa State University	969	$842	932	$793	7,788	$3,036
University of Iowa	1,257	$967	394	$1,446	12,374	$3,170
University of Northern Iowa	454	$839	196	$1,170	3,290	$759
SUBTOTAL	2,680	$900	1,522	$1,011	23,452	$2,787
Briar Cliff College	356	$676	11	$1,743	113	$884
Buena Vista College	817	$1,110	75	$371	55	$741
Central University of Iowa	593	$526	76	$324	478	$241
Clarke College	160	$835	13	$659	0	$0
Coe College	283	$378	14	$918	208	$1,003
Cornell College	540	$607	32	$602	110	$279
Divine Word College	42	$915	3	$356	6	$815
Dordt College	391	$640	14	$382	449	$679
Drake University	730	$818	86	$548	607	$1,183
Graceland College	305	$726	18	$814	378	$599
Grand View College	40	$785	17	$567	123	$875
Grinnell College	165	$841	36	$714	379	$637
Iowa Wesleyan College	177	$425	2	$1,071	45	$607
Loras College	256	$541	49	$415	578	$790
Luther College	768	$727	66	$470	296	$801
Maharishi International University	136	$1,196	30	$535	143	$896
Marycrest College	137	$760	11	$876	100	$674
Morningside College	330	$708	25	$685	92	$526
Mount Mercy College	256	$681	7	$765	74	$743
Mount Saint Clare College	83	$607	10	$321	29	$539
Northwestern College	368	$594	38	$366	176	$502
Saint Ambrose University	211	$951	18	$1,071	115	$960
Simpson College	300	$549	15	$785	194	$514
University of Dubuque	283	$1,043	16	$666	60	$1,802
Upper Iowa University	203	$680	5	$642	13	$1,054
Wartburg College	501	$511	36	$595	257	$661
Westmar College	204	$661	6	$1,243	164	$514
William Penn College	244	$530	12	$714	28	$1,005
SUBTOTAL	8,879	$714	741	$563	5,270	$728

SOURCE: Iowa College Aid Commission FY 88 Financial Aid Questionnaire.

WORK STUDY SUMMARY
1987-88

Institution	Federal		State		Institutional	
	Recipients	Average Award	Recipients	Average Award	Recipients	Average Award
Des Moines Area Community College	188	$466	62	$797	180	$568
Eastern Iowa Community College	129	$742	80	$448	68	$242
Ellsworth Community College	146	$451	32	$566	79	$606
Hawkeye Institute of Technology	137	$786	146	$451	25	$739
Indian Hills Community College	45	$1,610	34	$401	0	$0
Iowa Central Community College	77	$643	33	$382	0	$0
Iowa Lakes Community College	208	$338	164	$221	47	$496
Iowa Western Community College	101	$441	56	$706	86	$430
Kirkwood Community College	392	$570	382	$285	138	$1,016
Marshalltown Community College	36	$952	32	$482	14	$643
North Iowa Area Community College	98	$556	89	$407	61	$483
Northeast Iowa Technical Institute	96	$317	44	$251	50	$227
Northwest Iowa Technical Institute	6	$443	19	$694	0	$0
Southeastern Community College	37	$356	51	$452	11	$328
Southwestern Community College	94	$492	63	$262	63	$408
Western Iowa Tech	88	$474	40	$354	11	$556
SUBTOTAL	1,878	$554	1,327	$384	833	$565
Allen Mem. Hosp. School of Nursing	12	$428	3	$195	56	$2,127
American Institute of Business	102	$710	16	$602	225	$364
American Institute of Commerce	13	$542	0	$0	0	$0
Faith Baptist Bible College	0	$0	0	$0	79	$1,163
Hamilton Business College	0	$0	0	$0	0	$0
Iowa Methodist School of Nursing	15	$750	0	$0	0	$0
J. Edmundson Mem. Hosp. School of Nursing	0	$0	0	$0	0	$0
Mercy Hosp. Medical Ctr. School of Nursing	0	$0	0	$0	0	$0
Palmer College of Chiropractic	108	$638	0	$0	1,416	$296
Saint Luke's School of Nursing	7	$858	0	$0	0	$0
Spencer School of Business	29	$433	29	$110	15	$300
Univ. of Osteopathic Med./Health Sciences	61	$506	0	$0	0	$0
Waldorf College	141	$257	81	$116	87	$381
SUBTOTAL	488	$513	129	$177	1,878	$399
TOTAL	13,925	$721	3,719	$669	31,433	$2,240

SOURCE: Iowa College Aid Commission FY 88 Financial Aid Questionnaire.

LOANS SUMMARY
1987-88

Institution	Federal		State		Institutional		Other	
	Recipients	Avg. Loan	Recipients	Avg. Loan	Recipients	Avg. Loan	Recipients	Avg. Loan
Iowa State University	2,412	$1,342	10,363	$2,822	41	$1,488	0	$0
University of Iowa	2,829	$1,439	7,289	$2,300	348	$1,855	1,679	$2,301
University of Northern Iowa	1,160	$924	3,815	$1,678	0	$0	4	$500
SUBTOTAL	6,401	$1,309	21,467	$2,442	389	$1,816	1,683	$2,297
Briar Cliff College	165	$1,548	294	$2,352	0	$0	177	$2,297
Buena Vista College	476	$703	1,512	$2,301	82	$606	369	$1,874
Central University of Iowa	587	$1,256	692	$2,382	0	$0	234	$2,376
Clarke College	125	$1,069	281	$2,302	6	$780	71	$2,318
Coe College	212	$2,200	356	$2,329	254	$1,288	62	$2,296
Cornell College	324	$768	394	$2,396	41	$1,000	379	$3,277
Divine Word College	27	$1,161	10	$2,135	2	$1,200	6	$2,342
Dordt College	230	$1,091	408	$2,351	122	$779	147	$2,509
Drake University	970	$1,503	827	$3,186	0	$0	653	$6,320
Graceland College	230	$887	100	$2,620	34	$1,965	306	$2,568
Grand View College	231	$682	500	$2,016	0	$0	148	$2,107
Grinnell College	162	$1,863	96	$1,714	157	$1,855	240	$1,537
Iowa Wesleyan College	35	$1,202	195	$2,406	0	$0	72	$3,018
Loras College	718	$448	559	$2,326	10	$1,230	319	$2,121
Luther College	542	$980	608	$2,461	176	$1,506	1,010	$1,392
Maharishi International University	159	$2,442	12	$2,348	0	$0	208	$3,018
Marycrest College	146	$899	243	$2,523	0	$0	103	$2,888
Morningside College	183	$1,172	392	$2,368	4	$2,400	157	$2,358
Mount Mercy College	283	$688	581	$2,180	30	$1,052	0	$0
Mount Saint Clare College	28	$1,107	76	$2,113	0	$0	78	$2,083
Northwestern College	302	$827	312	$2,526	73	$900	179	$2,200
Saint Ambrose University	132	$1,540	455	$2,950	0	$0	282	$2,853
Simpson College	162	$1,015	513	$3,486	57	$1,899	39	$1,249
University of Dubuque	141	$1,546	356	$2,355	2	$1,400	116	$2,103
Upper Iowa University	129	$840	208	$2,452	0	$0	140	$1,628
Wartburg College	577	$666	739	$2,303	0	$0	20	$900
Westmar College	137	$863	240	$2,525	38	$1,272	119	$1,990
William Penn College	180	$837	338	$2,183	0	$0	105	$2,313
SUBTOTAL	7,593	$1,058	11,297	$2,467	1,088	$1,306	5,739	$2,640

NOTES: Other loans include those insured by other Guarantee Agencies.

SOURCE: Iowa College Aid Commission FY 88 Financial Aid Questionnaire.

LOANS SUMMARY
1987-88

Institution	Federal		State		Institutional		Other	
	Recipients	Avg. Loan	Recipients	Avg. Loan	Recipients	Avg. Loan	Recipients	Avg. Loan
Des Moines Area Community College	523	$532	1,121	$1,904	0	$0	496	$2,117
Eastern Iowa Community College	0	$0	733	$1,600	0	$0	0	$0
Ellsworth Community College	177	$542	451	$1,638	0	$0	43	$2,168
Hawkeye Institute of Technology	0	$0	864	$1,932	44	$1,023	170	$2,129
Indian Hills Community College	110	$841	725	$1,902	0	$0	0	$0
Iowa Central Community College	40	$2,039	544	$1,914	0	$0	10	$1,464
Iowa Lakes Community College	76	$596	519	$1,508	0	$0	0	$0
Iowa Western Community College	82	$592	461	$1,653	0	$0	411	$1,197
Kirkwood Community College	869	$543	1,443	$2,210	0	$0	0	$0
Marshalltown Community College	73	$825	202	$1,684	0	$0	0	$0
North Iowa Area Community College	185	$709	584	$1,500	0	$0	11	$2,212
Northeast Iowa Technical Institute	106	$1,227	300	$2,000	0	$0	43	$2,189
Northwest Iowa Technical Institute	0	$0	271	$1,500	0	$0	0	$0
Southeastern Community College	0	$0	244	$1,890	0	$0	145	$1,842
Southwestern Community College	10	$1,643	200	$2,087	0	$0	70	$909
Western Iowa Tech	0	$0	562	$1,860	4	$300	421	$1,843
SUBTOTAL	2,251	$645	9,224	$1,845	48	$963	1,820	$1,778
Allen Mem. Hosp. School of Nursing	35	$1,497	22	$1,814	15	$1,767	3	$1,354
American Institute of Business	127	$784	609	$2.879	0	$0	55	$2,428
American Institute of Commerce	0	$0	1,139	$2,302	0	$0	21	$3,356
Faith Baptist Bible College	0	$0	67	$2,137	0	$0	0	$0
Hamilton Business College	68	$1,323	170	$2,199	0	$0	150	$2,199
Iowa Methodist School of Nursing	24	$1,558	40	$2,343	7	$1,439	0	$0
J. Edmundson Mem. Hosp. School of Nursing	30	$700	32	$2,323	0	$0	0	$0
Mercy Hosp. Medical Ctr. School of Nursing	0	$0	29	$1,568	0	$0	0	$0
Palmer College of Chiropractic	1,238	$3,166	897	$2,803	31	$2,015	1,981	$5,794
Saint Luke's School of Nursing	11	$1,204	53	$2,169	0	$0	12	$2,363
Spencer School of Business	50	$1,139	105	$2,304	0	$0	98	$2,315
Univ. of Osteopathic Med./Health Sciences	1,095	$10,365	962	$4,898	115	$1,233	0	$0
Waldorf College	76	$1,504	97	$1,803	0	$0	76	$1,804
SUBTOTAL	2,754	$5,721	4,222	$3,056	168	$1,434	2,396	$5,179
TOTAL	18,999	$1,769	46,210	$2,385	1,693	$1,427	11,638	$2,979

NOTES: Other loans include those insured by other Guarantee Agencies.

SOURCE: Iowa College Aid Commission FY 88 Financial Aid Questionnaire.